

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short, choppy sentences into one smoother sentence. Combining sentences helps my writing flow and shows how ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.

Join two short sentences with a connecting word (and, but, so, because) to make one stronger sentence.

WHERE IT APPEARS: “Dream”, “The crowd was huge. People stood shoulder to shoulder.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Combining

⌚ ~2 min

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

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

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

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

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

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

NOTE: This week: improve sentence structure by combining, see the standard and the five-day roadmap above.

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

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 1 of 36 •
Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences could be combined?

Read the sentences. Find two short sentences that could be joined into one.

"The crowd was huge. People stood shoulder to shoulder."

I CAN I recognize two short sentences that could be combined.

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Grade 4 • Prepare • Module 1 • Monday

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

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentences could be combined? Read the sentences. Find two short sentences that could be joined into one."

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

"Read this with me: 'The crowd was huge. People stood shoulder to shoulder.'"

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

ANSWER KEY: Both sentences are short and about the same crowd, so they can be joined into one.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Both sentences are short and about the same crowd, so they can be joined into one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the best way to combine.

With support, choose the connecting word that joins the sentences clearly.

"The crowd was huge, (so people stood shoulder to shoulder / people shoulder)"

I CAN I can choose a connecting word that combines sentences, with support.

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Grade 4 • Prepare • Module 1 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the connecting word that joins the sentences clearly."

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

"Read this with me: 'The crowd was huge, (so people stood shoulder to shoulder / people shoulder)'"

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

ANSWER KEY: "so people stood shoulder to shoulder" joins the two ideas with a clear connecting word.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "so people stood shoulder to shoulder" joins the two ideas with a clear connecting word.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The crowd was huge. People stood shoulder to shoulder."

I CAN I can show how combining sentences improves the writing.

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Grade 4 • Prepare • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one. Show the before and the after."

"Read this with me: Before: 'The crowd was huge. People stood shoulder to shoulder.'"

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

ANSWER KEY: Sample: "The crowd was huge, so people stood shoulder to shoulder." The connecting word "so" shows cause and effect.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 1 of 36 •
Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The crowd was huge, so people stood shoulder to shoulder." The connecting word "so" shows cause and effect.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Combine these two sentences into one yourself, no word bank.

"The speaker stepped forward. The crowd grew quiet."

I CAN I can combine sentences myself.



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

⌚ ~4 min

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

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

"Read this one: 'The speaker stepped forward. The crowd grew quiet.' Combine these two sentences into one yourself, no word bank."

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

ANSWER KEY: Sample: "The speaker stepped forward, and the crowd grew quiet." The two ideas are joined with "and."

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The speaker stepped forward, and the crowd grew quiet." The two ideas are joined with "and."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

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

Explain how joining the sentences made the writing smoother. Then combine two short sentences from your own draft.

I CAN I can evaluate my combined sentence and transfer it to my own writing.



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

🕒 ~5 min

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

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

"Explain how joining the sentences made the writing smoother. Then combine two short sentences from your own draft."

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

ANSWER KEY: Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **improve sentence structure by combining** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by combining	Before: "Tears filled her eyes. She wanted the dream." → After: "Tears filled her eyes because she wanted the dream." <i>Two short sentences become one smoother sentence joined by a connecting word.</i>
MY OWN EXAMPLE: <i>Choose two short sentences from the passage. Combine them into one smoother sentence. Write your Before and your After.</i>	

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

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "Tears filled her eyes because she wanted the dream." Two short sentences become one smoother sentence joined by a connecting word.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

Both sentences are short and about the same crowd, so they can be joined into one.



CHOOSE
Tuesday

“so people stood shoulder to shoulder” joins the two ideas with a clear connecting word.



SHOW
Wednesday

Sample: “The crowd was huge, so people stood shoulder to shoulder.” The connecting word “so” shows cause and effect.



OWN
Thursday

Sample: “The speaker stepped forward, and the crowd grew quiet.” The two ideas are joined with “and.”



DEFEND
Friday

Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

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

⌚ ~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, Both sentences are short and about the same crowd, so they can be joined into one. Emergent, “so people stood shoulder to shoulder” joins the two ideas with a clear connecting word. Visible, Sample: “The crowd was huge, so people stood shoulder to shoulder.” The connecting word “so” shows cause and effect. Independent, Sample: “The speaker stepped forward, and the crowd grew quiet.” The two ideas are joined with “and.” Reflective, Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

ANSWER KEY: Both sentences are short and about the same crowd, so they can be joined into one. · “so people stood shoulder to shoulder” joins the two ideas with a clear connecting word. · Sample: “The crowd was huge, so people stood shoulder to shoulder.” The connecting word “so” shows cause and effect. · Sample: “The speaker stepped forward, and the crowd grew quiet.” The two ideas are joined with “and.” · Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The speaker stepped forward. (2) The crowd grew quiet.

What is the **BEST** way to combine sentences 1 and 2 to improve the writing?

- A** The speaker stepped forward the crowd grew quiet.
- B** The speaker stepped forward, and the crowd grew quiet.
- C** The speaker. Stepped forward. Quiet crowd.
- D** No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The speaker stepped forward. (2) The crowd grew quiet. Now, what is the BEST way to combine sentences 1 and 2 to improve the writing?”

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

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B The speaker stepped forward, and the crowd grew quiet.

WHY THIS IS CORRECT

Choice B joins the two short sentences with the connecting word “and,” so the writing flows and the ideas stay clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no connecting word. C is broken into fragments. D is wrong because two short sentences can be combined.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, The speaker stepped forward, and the crowd grew quiet. Choice B joins the two short sentences with the connecting word “and,” so the writing flows and the ideas stay clear.”

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

“A is a run-on with no connecting word. C is broken into fragments. D is wrong because two short sentences can be combined.”

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

ANSWER KEY: B, The speaker stepped forward, and the crowd grew quiet.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a plain word with a stronger, more exact one.
Exact words help my reader understand exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a plain or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “Serve”, “President Kennedy wanted people to do good things.”

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

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

⌚ ~2 min

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

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

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

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

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

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

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

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

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a plain word that could be more exact.

"President Kennedy wanted people to do good things."

I CAN I recognize a word that could be stronger.

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Grade 4 • Prepare • Module 2 • Monday

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

⌚ ~2 min

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

"Let's warm up our revising eyes. Which word could be stronger? Read the sentence. Find a plain word that could be more exact."

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

"Read this with me: 'President Kennedy wanted people to do good things.'"

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

ANSWER KEY: "do good things" is plain, so it could be replaced with more exact words like serve or contribute.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "do good things" is plain, so it could be replaced with more exact words like serve or contribute.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"President Kennedy wanted people to (serve their country / do good things)."

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

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Grade 4 • Prepare • Module 2 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

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

"Read this with me: 'President Kennedy wanted people to (serve their country / do good things).'"

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

ANSWER KEY: "serve their country" tells exactly what Kennedy wanted people to do.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "serve their country" tells exactly what Kennedy wanted people to do.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a stronger word. Show the before and the after.

Before: "President Kennedy wanted people to do good things."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Prepare • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a stronger word. Show the before and the after."

"Read this with me: Before: 'President Kennedy wanted people to do good things.'"

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

ANSWER KEY: Sample: "President Kennedy wanted people to serve others." The exact word shows what he cared about.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "President Kennedy wanted people to serve others." The exact word shows what he cared about.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"He wanted people to help out."

I CAN I can improve word choice myself.



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

⌚ ~4 min

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

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

"Read this one: 'He wanted people to help out.' Improve the word choice in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "He wanted people to contribute to their communities." The word "contribute" is more exact than "help out."

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "He wanted people to contribute to their communities." The word "contribute" is more exact than "help out."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain how your stronger word made the sentence clearer. Then revise a word in your own writing."

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

ANSWER KEY: Exact words like "serve" tell the reader precisely what Kennedy wanted, which makes the sentence stronger. Then students revise a word in their own writing.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Exact words like "serve" tell the reader precisely what Kennedy wanted, which makes the sentence stronger. Then students revise a word in their own writing.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "Kennedy wanted people to give a lot." → After: "Kennedy wanted people to contribute to their communities." <i>A plain phrase (give a lot) becomes one exact word (contribute).</i>
MY OWN EXAMPLE: Choose one sentence from the passage. Replace a plain word with a stronger, more exact one. Write your Before and your After.	

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

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student’s own example should match the standard, → After: “Kennedy wanted people to contribute to their communities.” A plain phrase (give a lot) becomes one exact word (contribute).

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

**NOTICE**
Monday

“do good things” is plain, so it could be replaced with more exact words like serve or contribute.

**CHOOSE**
Tuesday

“serve their country” tells exactly what Kennedy wanted people to do.

**SHOW**
Wednesday

Sample: “President Kennedy wanted people to serve others.” The exact word shows what he cared about.

**OWN**
Thursday

Sample: “He wanted people to contribute to their communities.” The word “contribute” is more exact than “help out.”

**DEFEND**
Friday

Exact words like “serve” tell the reader precisely what Kennedy wanted, which makes the sentence stronger. Then students revise a word in their own writing.

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

~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, “do good things” is plain, so it could be replaced with more exact words like serve or contribute. Emergent, “serve their country” tells exactly what Kennedy wanted people to do. Visible, Sample: “President Kennedy wanted people to serve others.” The exact word shows what he cared about. Independent, Sample: “He wanted people to contribute to their communities.” The word “contribute” is more exact than “help out.” Reflective, Exact words like “serve” tell the reader precisely what Kennedy wanted, which makes the sentence stronger. Then students revise a word in their own writing.

ANSWER KEY: “do good things” is plain, so it could be replaced with more exact words like serve or contribute. · “serve their country” tells exactly what Kennedy wanted people to do. · Sample: “President Kennedy wanted people to serve others.” The exact word shows what he cared about. · Sample: “He wanted people to contribute to their communities.” The word “contribute” is more exact than “help out.” · Exact words like “serve” tell the reader precisely what Kennedy wanted, which makes the sentence stronger. Then students revise a word in their own writing.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) President Kennedy wanted people to do good things.

What is the **BEST** way to improve the word choice in sentence 1?

- A** President Kennedy wanted people to do good things.
- B** President Kennedy wanted people to serve their country and others.
- C** President Kennedy wanted people to do stuff.
- D** No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: President Kennedy wanted people to do good things. Now, what is the BEST way to improve the word choice in sentence 1?”

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

NOTE: Revealed on the next slide.

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

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B President Kennedy wanted people to serve their country and others.

WHY THIS IS CORRECT

Choice B replaces the plain phrase “do good things” with the exact word “serve,” so the reader understands what Kennedy wanted.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the plain phrase. C uses the vaguer word “stuff.” D is wrong because a plain phrase can be made more exact.

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

~2 min

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

“Here’s the payoff: the correct answer is B, President Kennedy wanted people to serve their country and others. Choice B replaces the plain phrase “do good things” with the exact word “serve,” so the reader understands what Kennedy wanted.”

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

“A keeps the plain phrase. C uses the vaguer word “stuff.” D is wrong because a plain phrase can be made more exact.”

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

ANSWER KEY: B, President Kennedy wanted people to serve their country and others.

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a specific detail to a plain sentence so my reader knows more. A good detail answers who, what, when, where, or why.

KEY IDEA

REVISING TOOL: Add a specific detail.
Find a plain sentence, then add a detail that answers who, what, when, where, or why.

WHERE IT APPEARS: “Dream”, “People came to the gathering.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Adding Details

🕒 ~2 min

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

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

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

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

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

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

NOTE: This week: improve sentence structure by adding details, see the standard and the five-day roadmap above.

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

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 3 of 36 • Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence needs a detail?

Read the sentence. Find a plain sentence that would be clearer with a specific detail.

"People came to the gathering."

I CAN I recognize a plain sentence that could use a detail.

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Grade 4 • Prepare • Module 3 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentence needs a detail?
Read the sentence. Find a plain sentence that would be clearer
with a specific detail."**

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

"Read this with me: 'People came to the gathering.'"

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

ANSWER KEY: "People came to the gathering" is plain, so a detail would tell the reader why they came.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "People came to the gathering" is plain, so a detail would tell the reader why they came.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure by adding details" specifically.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the detail that helps most.

With support, choose the detail that best answers who, what, when, where, or why.

"People came to the gathering (because they believed the country could be better / and stuff)"

I CAN I can choose a helpful detail, with support.

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Grade 4 • Prepare • Module 3 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the detail that best answers who, what, when, where, or why."

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

"Read this with me: 'People came to the gathering (because they believed the country could be better / and stuff)'"

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

ANSWER KEY: "because they believed the country could be better" tells exactly why people came.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "because they believed the country could be better" tells exactly why people came.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the sentence, adding a specific detail. Show the before and the after.

Before: "People came to the gathering."

I CAN I can show how a detail improves a sentence.

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Grade 4 • Prepare • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, adding a specific detail. Show the before and the after."

"Read this with me: Before: 'People came to the gathering.'"

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

ANSWER KEY: Sample: "People came to the gathering because they believed the country could be better." The detail shows why.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "People came to the gathering because they believed the country could be better." The detail shows why.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Add a specific detail to this sentence yourself, no word bank.

"The crowd listened."

I CAN I can add a specific detail myself.

The Writing Academy®, LLC



Grade 4 • Prepare • Module 3 • Thursday

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

🕒 ~4 min

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

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

"Read this one: 'The crowd listened.' Add a specific detail to this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "The crowd listened closely as the speaker shared his dream." The detail answers what and how.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The crowd listened closely as the speaker shared his dream." The detail answers what and how.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your detail, then add a specific detail to a sentence of your own.

Explain how your detail answered who, what, when, where, or why. Then add a detail to one of your own sentences.

I CAN I can evaluate my detail and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain how your detail answered who, what, when, where, or why. Then add a detail to one of your own sentences."

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

ANSWER KEY: The added detail tells the reader why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The added detail tells the reader why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **improve sentence structure by adding details** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by adding details	Before: "Mama cried." → After: "Mama cried because she wanted a fair future for her child. " <i>A plain sentence gains a detail that answers why.</i>
MY OWN EXAMPLE: <i>Choose one plain sentence from the passage. Add a specific detail that answers who, what, when, where, or why. Write your Before and your After.</i>	

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

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "Mama cried because she wanted a fair future for her child." A plain sentence gains a detail that answers why.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“People came to the gathering” is plain, so a detail would tell the reader why they came.



CHOOSE
Tuesday

“because they believed the country could be better” tells exactly why people came.



SHOW
Wednesday

Sample: “People came to the gathering because they believed the country could be better.” The detail shows why.



OWN
Thursday

Sample: “The crowd listened closely as the speaker shared his dream.” The detail answers what and how.



DEFEND
Friday

The added detail tells the reader why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

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

⌚ ~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, “People came to the gathering” is plain, so a detail would tell the reader why they came. Emergent, “because they believed the country could be better” tells exactly why people came. Visible, Sample: “People came to the gathering because they believed the country could be better.” The detail shows why. Independent, Sample: “The crowd listened closely as the speaker shared his dream.” The detail answers what and how. Reflective, The added detail tells the reader why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

ANSWER KEY: “People came to the gathering” is plain, so a detail would tell the reader why they came. · “because they believed the country could be better” tells exactly why people came. · Sample: “People came to the gathering because they believed the country could be better.” The detail shows why. · Sample: “The crowd listened closely as the speaker shared his dream.” The detail answers what and how. · The added detail tells the reader why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) People came to the gathering.

What is the **BEST** way to add a detail that improves sentence 1?

- A** People came to the gathering.
- B** People came to the gathering because they believed the country could become better.
- C** People came to the gathering and stuff.
- D** No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: People came to the gathering. Now, what is the **BEST way to add a detail that improves sentence 1?”**

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

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B People came to the gathering because they believed the country could become better.

WHY THIS IS CORRECT

Choice B adds the detail “because they believed the country could become better,” which answers why, so the reader learns more.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A stays plain. C adds the vague word “stuff.” D is wrong because a plain sentence can be improved with a specific detail.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, People came to the gathering because they believed the country could become better. Choice B adds the detail “because they believed the country could become better,” which answers why, so the reader learns more.”

▶ Walk through why the other choices are weaker revisions.

“A stays plain. C adds the vague word “stuff.” D is wrong because a plain sentence can be improved with a specific detail.”

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

ANSWER KEY: B, People came to the gathering because they believed the country could become better.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a linking word or idea so my sentences connect and make sense together.

A linking idea helps my writing flow from one thought to the next.

KEY IDEA

REVISING TOOL: Add a linking idea.

Add a word or phrase, for example so, also, or as a result, that connects one idea to the next.

WHERE IT APPEARS: “Serve”, “Kennedy asked people to serve. Many Americans answered the call.”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Coherence

⌚ ~2 min

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

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

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

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

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

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

NOTE: This week: add ideas for coherence, see the standard and the five-day roadmap above.

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

(11)(C)(iii) • Add Ideas for Coherence • Sheet 4 of 36 • Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where do the ideas need a connection?

Read the sentences. Find a place where a linking idea would help them connect.

"Kennedy asked people to serve. Many Americans answered the call."

I CAN I recognize where sentences need a linking idea.

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Grade 4 • Prepare • Module 4 • Monday

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

🕒 ~2 min

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

"Let's warm up our revising eyes. Where do the ideas need a connection? Read the sentences. Find a place where a linking idea would help them connect."

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

"Read this with me: 'Kennedy asked people to serve. Many Americans answered the call.'"

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

ANSWER KEY: The first sentence is a cause and the second is its effect, so a linking idea can connect them.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The first sentence is a cause and the second is its effect, so a linking idea can connect them.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the linking idea.

With support, choose the linking word that best connects the ideas.

"Kennedy asked people to serve. (As a result, / Then also) many Americans answered the call."

I CAN I can choose a linking idea, with support.

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Grade 4 • Prepare • Module 4 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the linking word that best connects the ideas."

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

"Read this with me: 'Kennedy asked people to serve. (As a result, / Then also) many Americans answered the call.'"

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

ANSWER KEY: "As a result," shows that the second idea happened because of the first, so it connects them clearly.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "As a result," shows that the second idea happened because of the first, so it connects them clearly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences, adding a linking idea. Show the before and the after.

Before: "Kennedy asked people to serve. Many Americans answered the call."

I CAN I can show how a linking idea improves coherence.

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Grade 4 • Prepare • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences, adding a linking idea. Show the before and the after."

"Read this with me: Before: 'Kennedy asked people to serve. Many Americans answered the call.'"

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

ANSWER KEY: Sample: "Kennedy asked people to serve. As a result, many Americans answered the call." The phrase links cause and effect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Kennedy asked people to serve. As a result, many Americans answered the call." The phrase links cause and effect.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Add a linking idea to connect these sentences yourself, no word bank.

"Young people joined the Peace Corps. They helped communities far away."

I CAN I can add a linking idea myself.



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

⌚ ~4 min

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

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

"Read this one: 'Young people joined the Peace Corps. They helped communities far away.' Add a linking idea to connect these sentences yourself, no word bank."

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

ANSWER KEY: Sample: "Young people joined the Peace Corps, so they helped communities far away." The linking word "so" connects the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Young people joined the Peace Corps, so they helped communities far away." The linking word "so" connects the ideas.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your linking idea, then connect two sentences of your own.

Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing.

I CAN I can evaluate my linking idea and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing."

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

ANSWER KEY: The linking phrase "As a result" shows the effect followed the cause, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The linking phrase "As a result" shows the effect followed the cause, which keeps the writing coherent. Then students add a linking idea to their own writing.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts by adding ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Before: "Kennedy inspired people. They chose to help their country." → After: "Kennedy inspired people. As a result, they chose to help their country." <i>A linking phrase (As a result) connects the cause and the effect so the writing holds together.</i>
MY OWN EXAMPLE: <i>Choose two sentences from the passage. Add a linking word or idea that connects them. Write your Before and your After.</i>	

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

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "Kennedy inspired people. As a result, they chose to help their country." A linking phrase (As a result) connects the cause and the effect so the writing holds together.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE

Monday

The first sentence is a cause and the second is its effect, so a linking idea can connect them.



CHOOSE

Tuesday

“As a result,” shows that the second idea happened because of the first, so it connects them clearly.



SHOW

Wednesday

Sample: “Kennedy asked people to serve. As a result, many Americans answered the call.” The phrase links cause and effect.



OWN

Thursday

Sample: “Young people joined the Peace Corps, so they helped communities far away.” The linking word “so” connects the ideas.



DEFEND

Friday

The linking phrase “As a result” shows the effect followed the cause, which keeps the writing coherent. Then students add a linking idea to their own writing.

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

~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, The first sentence is a cause and the second is its effect, so a linking idea can connect them. Emergent, “As a result,” shows that the second idea happened because of the first, so it connects them clearly. Visible, Sample: “Kennedy asked people to serve. As a result, many Americans answered the call.” The phrase links cause and effect. Independent, Sample: “Young people joined the Peace Corps, so they helped communities far away.” The linking word “so” connects the ideas. Reflective, The linking phrase “As a result” shows the effect followed the cause, which keeps the writing coherent. Then students add a linking idea to their own writing.

ANSWER KEY: The first sentence is a cause and the second is its effect, so a linking idea can connect them. · “As a result,” shows that the second idea happened because of the first, so it connects them clearly. · Sample: “Kennedy asked people to serve. As a result, many Americans answered the call.” The phrase links cause and effect. · Sample: “Young people joined the Peace Corps, so they helped communities far away.” The linking word “so” connects the ideas. · The linking phrase “As a result” shows the effect followed the cause, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) Kennedy asked people to serve. (2) Many Americans answered the call.

Which linking idea BEST connects sentences 1 and 2 for coherence?

- A Kennedy asked people to serve many Americans answered the call.
- B Kennedy asked people to serve. As a result, many Americans answered the call.
- C Kennedy asked. Serve. Answered call.
- D No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Kennedy asked people to serve. (2) Many Americans answered the call. Now, which linking idea BEST connects sentences 1 and 2 for coherence?”

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

NOTE: Revealed on the next slide.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B Kennedy asked people to serve. As a result, many Americans answered the call.

WHY THIS IS CORRECT

Choice B adds the linking phrase “As a result,” which shows the second idea happened because of the first, so the sentences connect and stay coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no linking word. C breaks into fragments. D is wrong because a linking idea makes the two sentences connect more clearly.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, Kennedy asked people to serve. As a result, many Americans answered the call. Choice B adds the linking phrase “As a result,” which shows the second idea happened because of the first, so the sentences connect and stay coherent.”

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

“A is a run-on with no linking word. C breaks into fragments. D is wrong because a linking idea makes the two sentences connect more clearly.”

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

ANSWER KEY: B, Kennedy asked people to serve. As a result, many Americans answered the call.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve my word choice by replacing a weak or general word with a stronger, more exact one.
Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a weak or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “A Promise Written Long Ago”, “Many people ... were unhappy with how he treated them.”

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

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

⌚ ~2 min

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

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

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

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

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

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

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The barons were unhappy about the taxes."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 4 • Cluster 1 • Module 1 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger?
Read the sentence. Find a weak or general word that could be
replaced with a more exact one."**

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

"Read this with me: 'The barons were unhappy about the taxes.'"

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

ANSWER KEY: "unhappy" is a mild, general word that could be replaced with a stronger one like angry or frustrated.

(11)(C)(ii) • Improve Word Choice • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "unhappy" is a mild, general word that could be replaced with a stronger one like angry or frustrated.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"The barons were (furious / not happy) about the unfair taxes."

I CAN I can choose a stronger, more exact word, with support.

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Grade 4 • Cluster 1 • Module 1 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

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

"Read this with me: 'The barons were (furious / not happy) about the unfair taxes.'"

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

ANSWER KEY: "furious" is a stronger, more exact word than "not happy."

(11)(C)(ii) • Improve Word Choice • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "furious" is a stronger, more exact word than "not happy."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

Before: "The king made unfair decisions."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Cluster 1 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."

"Read this with me: Before: 'The king made unfair decisions.'"

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

ANSWER KEY: Sample: "The king made cruel, unfair decisions." A stronger word shows how harsh the decisions were.

(11)(C)(ii) • Improve Word Choice • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The king made cruel, unfair decisions." A stronger word shows how harsh the decisions were.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The Magna Carta was a good thing for the people."

I CAN I can improve word choice myself.



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

⌚ ~4 min

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

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

"Read this one: 'The Magna Carta was a good thing for the people.' Improve the word choice in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "The Magna Carta was an important protection for the people." The words "important protection" are more exact than "a good thing."

(11)(C)(ii) • Improve Word Choice • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Magna Carta was an important protection for the people." The words "important protection" are more exact than "a good thing."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise one of your own sentences by improving a word.

I CAN I can evaluate my word choice and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain how your stronger word made the sentence clearer. Then revise one of your own sentences by improving a word."

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

ANSWER KEY: A stronger word like "cruel" tells the reader exactly how the decisions felt, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A stronger word like "cruel" tells the reader exactly how the decisions felt, which makes the sentence clearer. Then students revise a word in their own writing.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "The taxes were bad." → After: "The taxes were unfair and crushing ." <i>A weak word (bad) becomes exact words that show the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

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

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "The taxes were unfair and crushing." A weak word (bad) becomes exact words that show the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE Monday

“unhappy” is a mild, general word that could be replaced with a stronger one like angry or frustrated.



CHOOSE Tuesday

“furious” is a stronger, more exact word than “not happy.”



SHOW Wednesday

Sample: “The king made cruel, unfair decisions.” A stronger word shows how harsh the decisions were.



OWN Thursday

Sample: “The Magna Carta was an important protection for the people.” The words “important protection” are more exact than “a good thing.”



DEFEND Friday

A stronger word like “cruel” tells the reader exactly how the decisions felt, which makes the sentence clearer. Then students revise a word in their own writing.

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

⌚ ~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, “unhappy” is a mild, general word that could be replaced with a stronger one like angry or frustrated. Emergent, “furious” is a stronger, more exact word than “not happy.” Visible, Sample: “The king made cruel, unfair decisions.” A stronger word shows how harsh the decisions were. Independent, Sample: “The Magna Carta was an important protection for the people.” The words “important protection” are more exact than “a good thing.” Reflective, A stronger word like “cruel” tells the reader exactly how the decisions felt, which makes the sentence clearer. Then students revise a word in their own writing.

ANSWER KEY: “unhappy” is a mild, general word that could be replaced with a stronger one like angry or frustrated. · “furious” is a stronger, more exact word than “not happy.” · Sample: “The king made cruel, unfair decisions.” A stronger word shows how harsh the decisions were. · Sample: “The Magna Carta was an important protection for the people.” The words “important protection” are more exact than “a good thing.” · A stronger word like “cruel” tells the reader exactly how the decisions felt, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The king made unfair decisions. (2) Many people were unhappy about the taxes.

What is the BEST way to improve the word choice in sentence 2?

- A** Many people were unhappy about the taxes.
- B** Many people were angry about the unfair, rising taxes.
- C** Many people were unhappy about the stuff.
- D** No change is needed.

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

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The king made unfair decisions. (2) Many people were unhappy about the taxes. Now, what is the BEST way to improve the word choice in sentence 2?”

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

NOTE: Revealed on the next slide.

(11)(C)(ii) • Improve Word Choice · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B Many people were angry about the unfair, rising taxes.

WHY THIS IS CORRECT

Choice B replaces the weak word “unhappy” with the stronger word “angry” and adds exact words (“unfair, rising”), so the reader understands exactly how the people felt.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak word “unhappy.” C replaces a clear word with a vaguer one (“stuff”). D is wrong because a general word like “unhappy” can be improved with a more exact choice.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, Many people were angry about the unfair, rising taxes. Choice B replaces the weak word “unhappy” with the stronger word “angry” and adds exact words (“unfair, rising”), so the reader understands exactly how the people felt.”

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

“A keeps the weak word “unhappy.” C replaces a clear word with a vaguer one (“stuff”). D is wrong because a general word like “unhappy” can be improved with a more exact choice.”

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

ANSWER KEY: B, Many people were angry about the unfair, rising taxes.

(11)(C)(ii) • Improve Word Choice · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short, choppy sentences into one smoother sentence. Combining sentences helps my writing flow and shows how ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.

Join two short sentences with a connecting word (and, but, so, because) to make one stronger sentence.

WHERE IT APPEARS: “A Promise Written Long Ago”, “The taxes were high. The barons were upset.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Combining

🕒 ~2 min

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

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

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

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

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

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

NOTE: This week: improve sentence structure by combining, see the standard and the five-day roadmap above.

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

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 6 of 36 •
Cluster 1



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences could be combined?

Read the sentences. Find two short sentences that could be joined into one.

"The taxes were high. The barons were upset."

I CAN I recognize two short sentences that could be combined.

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Grade 4 • Cluster 1 • Module 2 • Monday

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

⌚ ~2 min

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

"Let's warm up our revising eyes. Which sentences could be combined? Read the sentences. Find two short sentences that could be joined into one."

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

"Read this with me: 'The taxes were high. The barons were upset.'"

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

ANSWER KEY: Both sentences are short and about the same idea, so they can be joined into one.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 6 of 36 •
Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, Both sentences are short and about the same idea, so they can be joined into one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the best way to combine.

With support, choose the connecting word that joins the sentences clearly.

"The taxes were high (, so the barons were upset / the barons upset)"

I CAN I can choose a connecting word that combines sentences, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Module 2 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the connecting word that joins the sentences clearly."

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

"Read this with me: 'The taxes were high (, so the barons were upset / the barons upset)'"

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

ANSWER KEY: " , so the barons were upset" joins the two ideas with a clear connecting word.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, " , so the barons were upset" joins the two ideas with a clear connecting word.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The taxes were high. The barons were upset."

I CAN I can show how combining sentences improves the writing.

The Writing Academy®, LLC



Grade 4 • Cluster 1 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one. Show the before and the after."

"Read this with me: Before: 'The taxes were high. The barons were upset.'"

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

ANSWER KEY: Sample: "The taxes were high, so the barons were upset." The connecting word "so" shows cause and effect.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The taxes were high, so the barons were upset." The connecting word "so" shows cause and effect.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Combine these two sentences into one yourself, no word bank.

"The king needed money. He raised taxes."

I CAN I can combine sentences myself.

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Grade 4 • Cluster 1 • Module 2 • Thursday

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

🕒 ~4 min

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

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

**"Read this one: 'The king needed money. He raised taxes.'
Combine these two sentences into one yourself, no word bank."**

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

ANSWER KEY: Sample: "The king needed money, so he raised taxes." The two ideas are joined with "so."

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The king needed money, so he raised taxes." The two ideas are joined with "so."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

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

Explain how joining the sentences made the writing smoother. Then combine two short sentences from your own draft.

I CAN I can evaluate my combined sentence and transfer it to my own writing.



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

🕒 ~5 min

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

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

"Explain how joining the sentences made the writing smoother. Then combine two short sentences from your own draft."

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

ANSWER KEY: Joining the sentences with "so" shows the reader that one idea caused the other, which makes the writing flow. Then students combine two of their own sentences.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 6 of 36 •
Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Joining the sentences with "so" shows the reader that one idea caused the other, which makes the writing flow. Then students combine two of their own sentences.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **improve sentence structure by combining** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by combining	Before: "The barons met the king. They asked for limits." → After: "The barons met the king and asked for limits on his power. " <i>Two short sentences become one smoother sentence joined by a connecting word.</i>
MY OWN EXAMPLE: <i>Choose two short sentences from the passage. Combine them into one smoother sentence. Write your Before and your After.</i>	

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

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "The barons met the king and asked for limits on his power." Two short sentences become one smoother sentence joined by a connecting word.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

Both sentences are short and about the same idea, so they can be joined into one.



CHOOSE
Tuesday

“, so the barons were upset” joins the two ideas with a clear connecting word.



SHOW
Wednesday

Sample: “The taxes were high, so the barons were upset.” The connecting word “so” shows cause and effect.



OWN
Thursday

Sample: “The king needed money, so he raised taxes.” The two ideas are joined with “so.”



DEFEND
Friday

Joining the sentences with “so” shows the reader that one idea caused the other, which makes the writing flow. Then students combine two of their own sentences.

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

⌚ ~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, Both sentences are short and about the same idea, so they can be joined into one. Emergent, “, so the barons were upset” joins the two ideas with a clear connecting word. Visible, Sample: “The taxes were high, so the barons were upset.” The connecting word “so” shows cause and effect. Independent, Sample: “The king needed money, so he raised taxes.” The two ideas are joined with “so.” Reflective, Joining the sentences with “so” shows the reader that one idea caused the other, which makes the writing flow. Then students combine two of their own sentences.

ANSWER KEY: Both sentences are short and about the same idea, so they can be joined into one. · “, so the barons were upset” joins the two ideas with a clear connecting word. · Sample: “The taxes were high, so the barons were upset.” The connecting word “so” shows cause and effect. · Sample: “The king needed money, so he raised taxes.” The two ideas are joined with “so.” · Joining the sentences with “so” shows the reader that one idea caused the other, which makes the writing flow. Then students combine two of their own sentences.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The barons met the king. (2) They asked for limits on his power.

What is the **BEST** way to combine sentences 1 and 2 to improve the writing?

- A** The barons met the king they asked for limits on his power.
- B** The barons met the king and asked for limits on his power.
- C** The barons. Met the king. Limits they asked.
- D** No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The barons met the king. (2) They asked for limits on his power. Now, what is the BEST way to combine sentences 1 and 2 to improve the writing?”

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

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B The barons met the king and asked for limits on his power.

WHY THIS IS CORRECT

Choice B joins the two short sentences with the connecting word “and,” so the writing flows and the ideas stay clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no connecting word. C is broken into fragments. D is wrong because two short sentences about the same action can be combined.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, The barons met the king and asked for limits on his power. Choice B joins the two short sentences with the connecting word “and,” so the writing flows and the ideas stay clear.”

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

“A is a run-on with no connecting word. C is broken into fragments. D is wrong because two short sentences about the same action can be combined.”

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

ANSWER KEY: B, The barons met the king and asked for limits on his power.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 6 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a specific detail to a plain sentence so my reader knows more. A good detail answers who, what, when, where, or why.

KEY IDEA

REVISING TOOL: Add a specific detail.
Find a plain sentence, then add a detail that answers who, what, when, where, or why.

WHERE IT APPEARS: “A Promise Written Long Ago”, “The barons took action.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Adding Details

🕒 ~2 min

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

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

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

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

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

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

NOTE: This week: improve sentence structure by adding details, see the standard and the five-day roadmap above.

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

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 7 of 36 • Cluster 1



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence needs a detail?

Read the sentence. Find a plain sentence that would be clearer with a specific detail.

"The barons took action."

I CAN I recognize a plain sentence that could use a detail.



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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentence needs a detail?
Read the sentence. Find a plain sentence that would be clearer
with a specific detail."**

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

"Read this with me: 'The barons took action.'"

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

ANSWER KEY: "The barons took action" is plain, so a detail would tell the reader how
they acted.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 7 of
36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "The barons took action" is
plain, so a detail would tell the reader how they acted.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"improve sentence structure by adding details" specifically.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the detail that helps most.

With support, choose the detail that best answers who, what, when, where, or why.

"The barons took action (by organizing together and demanding change / and stuff)"

I CAN I can choose a helpful detail, with support.

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Grade 4 • Cluster 1 • Module 3 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the detail that best answers who, what, when, where, or why."

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

"Read this with me: 'The barons took action (by organizing together and demanding change / and stuff)'"

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

ANSWER KEY: "by organizing together and demanding change" tells exactly how the barons acted.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "by organizing together and demanding change" tells exactly how the barons acted.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the sentence, adding a specific detail. Show the before and the after.

Before: "The barons took action."

I CAN I can show how a detail improves a sentence.

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Grade 4 • Cluster 1 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

⌚ ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, adding a specific detail. Show the before and the after."

"Read this with me: Before: 'The barons took action.'"

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

ANSWER KEY: Sample: "The barons took action by organizing together and demanding change." The detail shows how they acted.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The barons took action by organizing together and demanding change." The detail shows how they acted.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Add a specific detail to this sentence yourself, no word bank.

"The king signed the document."

I CAN I can add a specific detail myself.

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Grade 4 • Cluster 1 • Module 3 • Thursday

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

⌚ ~4 min

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

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

"Read this one: 'The king signed the document.' Add a specific detail to this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "At Runnymede, the king signed the document because the barons pressured him." The detail answers where and why.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "At Runnymede, the king signed the document because the barons pressured him." The detail answers where and why.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your detail, then add a specific detail to a sentence of your own.

Explain how your detail answered who, what, when, where, or why. Then add a detail to one of your own sentences.

I CAN I can evaluate my detail and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain how your detail answered who, what, when, where, or why. Then add a detail to one of your own sentences."

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

ANSWER KEY: The added detail tells the reader how or why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

(11)(C)(i) • Improve Sentence Structure by Adding Details • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The added detail tells the reader how or why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **improve sentence structure by adding details** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by adding details	Before: "The king signed it." → After: "At Runnymede, the king signed the Magna Carta because the barons pressured him. " <i>A plain sentence gains a detail that answers where and why.</i>
MY OWN EXAMPLE: <i>Choose one plain sentence from the passage. Add a specific detail that answers who, what, when, where, or why. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 7 of 36, and complete the (11)(C)(i) row.

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

🕒 ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "At Runnymede, the king signed the Magna Carta because the barons pressured him." A plain sentence gains a detail that answers where and why.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

"The barons took action" is plain, so a detail would tell the reader how they acted.



CHOOSE
Tuesday

"by organizing together and demanding change" tells exactly how the barons acted.



SHOW
Wednesday

Sample: "The barons took action by organizing together and demanding change." The detail shows how they acted.



OWN
Thursday

Sample: "At Runnymede, the king signed the document because the barons pressured him." The detail answers where and why.



DEFEND
Friday

The added detail tells the reader how or why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

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

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "The barons took action" is plain, so a detail would tell the reader how they acted. Emergent, "by organizing together and demanding change" tells exactly how the barons acted. Visible, Sample: "The barons took action by organizing together and demanding change." The detail shows how they acted. Independent, Sample: "At Runnymede, the king signed the document because the barons pressured him." The detail answers where and why. Reflective, The added detail tells the reader how or why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

ANSWER KEY: "The barons took action" is plain, so a detail would tell the reader how they acted. · "by organizing together and demanding change" tells exactly how the barons acted. · Sample: "The barons took action by organizing together and demanding change." The detail shows how they acted. · Sample: "At Runnymede, the king signed the document because the barons pressured him." The detail answers where and why. · The added detail tells the reader how or why something happened, which makes the sentence clearer. Then students add a detail to their own sentence.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The king signed the document.

What is the BEST way to add a detail that improves sentence 1?

- A The king signed the document.
- B The king signed the document at Runnymede because the barons demanded limits on his power.
- C The king signed the thing there.
- D No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The king signed the document. Now, what is the BEST way to add a detail that improves sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B The king signed the document at Runnymede because the barons demanded limits on his power.

WHY THIS IS CORRECT

Choice B adds specific details that answer where (at Runnymede) and why (the barons demanded limits), so the reader learns more.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A stays plain with no detail. C replaces clear words with vague ones (“the thing,” “there”). D is wrong because a plain sentence can be improved with a specific detail.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, The king signed the document at Runnymede because the barons demanded limits on his power. Choice B adds specific details that answer where (at Runnymede) and why (the barons demanded limits), so the reader learns more.”

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

“A stays plain with no detail. C replaces clear words with vague ones (“the thing,” “there”). D is wrong because a plain sentence can be improved with a specific detail.”

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

ANSWER KEY: B, The king signed the document at Runnymede because the barons demanded limits on his power.

(11)(C)(i) · Improve Sentence Structure by Adding Details · Sheet 7 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I change how some sentences begin so they do not all start the same way.

Varying sentence beginnings makes my writing more interesting to read.

KEY IDEA

REVISING TOOL: Start a sentence a new way.

Move a detail to the front, or begin with a time or place word, so sentences do not all start alike.

WHERE IT APPEARS: “A Promise Written Long Ago”, “The king raised taxes. The king ignored the barons.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Varying Beginnings

🕒 ~2 min

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

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

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

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

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

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

NOTE: This week: improve sentence structure by varying beginnings, see the standard and the five-day roadmap above.

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

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings • Sheet 8 of 36 • Cluster 1



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences start the same way?

Read the sentences. Find sentences that begin with the same word.

"The king raised taxes. The king ignored the barons."

I CAN I recognize sentences that begin the same way.

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Grade 4 • Cluster 1 • Module 4 • Monday

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

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentences start the same way? Read the sentences. Find sentences that begin with the same word."

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

"Read this with me: 'The king raised taxes. The king ignored the barons.'"

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

ANSWER KEY: Both sentences begin with "The king," so one could start a new way.

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Both sentences begin with "The king," so one could start a new way.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure by varying beginnings" specifically.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose a new beginning.

With support, choose a new way to begin one of the sentences.

"(Over time, the king ignored the barons / The king ignored the barons again)"

I CAN I can choose a new sentence beginning, with support.

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Grade 4 • Cluster 1 • Module 4 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose a new way to begin one of the sentences."

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

"Read this with me: '(Over time, the king ignored the barons / The king ignored the barons again)'"

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

ANSWER KEY: "Over time, the king ignored the barons" begins with a time phrase instead of "The king."

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Over time, the king ignored the barons" begins with a time phrase instead of "The king."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite one sentence with a new beginning. Show the before and the after.

Before: "The king ignored the barons."

I CAN I can show how a new beginning improves the writing.

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Grade 4 • Cluster 1 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite one sentence with a new beginning. Show the before and the after."

"Read this with me: Before: 'The king ignored the barons.'"

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

ANSWER KEY: Sample: "Over time, the king ignored the barons." Starting with "Over time" gives the sentence a new beginning.

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Over time, the king ignored the barons." Starting with "Over time" gives the sentence a new beginning.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Give this sentence a new beginning yourself, no word bank.

"The barons grew angry."

I CAN I can vary a sentence beginning myself.



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

⌚ ~4 min

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

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

"Read this one: 'The barons grew angry.' Give this sentence a new beginning yourself, no word bank."

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

ANSWER KEY: Sample: "As the taxes rose, the barons grew angry." The sentence now begins with a time phrase.

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "As the taxes rose, the barons grew angry." The sentence now begins with a time phrase.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your new beginning, then vary the beginning of a sentence of your own.

Explain how the new beginning made the writing flow. Then change the beginning of one of your own sentences.

I CAN I can evaluate my sentence beginning and transfer it to my own writing.



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

🕒 ~5 min

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

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

"Explain how the new beginning made the writing flow. Then change the beginning of one of your own sentences."

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

ANSWER KEY: Starting with a time phrase like "Over time" keeps the sentences from all sounding alike, which makes the writing flow. Then students vary one of their own sentence beginnings.

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Starting with a time phrase like "Over time" keeps the sentences from all sounding alike, which makes the writing flow. Then students vary one of their own sentence beginnings.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **improve sentence structure by varying beginnings** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by varying beginnings	Before: "The barons grew angry. The barons demanded change." → After: "The barons grew angry. Finally , they demanded change." <i>The second sentence begins a new way, so the sentences do not all start alike.</i>
MY OWN EXAMPLE: <i>Find two sentences in your writing that start the same way. Give one a new beginning. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 8 of 36, and complete the (11)(C)(i) row.

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

⌚ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "The barons grew angry. Finally, they demanded change." The second sentence begins a new way, so the sentences do not all start alike.

(11)(C)(i) · Improve Sentence Structure by Varying Beginnings · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

Both sentences begin with “The king,” so one could start a new way.



CHOOSE
Tuesday

“Over time, the king ignored the barons” begins with a time phrase instead of “The king.”



SHOW
Wednesday

Sample: “Over time, the king ignored the barons.” Starting with “Over time” gives the sentence a new beginning.



OWN
Thursday

Sample: “As the taxes rose, the barons grew angry.” The sentence now begins with a time phrase.



DEFEND
Friday

Starting with a time phrase like “Over time” keeps the sentences from all sounding alike, which makes the writing flow. Then students vary one of their own sentence beginnings.

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

⌚ ~3 min

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

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

▶ Walk through the answers together and have students self-check and correct:
Foundational, Both sentences begin with “The king,” so one could start a new way.
Emergent, “Over time, the king ignored the barons” begins with a time phrase instead of “The king.” Visible, Sample: “Over time, the king ignored the barons.” Starting with “Over time” gives the sentence a new beginning. Independent, Sample: “As the taxes rose, the barons grew angry.” The sentence now begins with a time phrase. Reflective, Starting with a time phrase like “Over time” keeps the sentences from all sounding alike, which makes the writing flow. Then students vary one of their own sentence beginnings.

ANSWER KEY: Both sentences begin with “The king,” so one could start a new way. · “Over time, the king ignored the barons” begins with a time phrase instead of “The king.” · Sample: “Over time, the king ignored the barons.” Starting with “Over time” gives the sentence a new beginning. · Sample: “As the taxes rose, the barons grew angry.” The sentence now begins with a time phrase. · Starting with a time phrase like “Over time” keeps the sentences from all sounding alike, which makes the writing flow. Then students vary one of their own sentence beginnings.

(11)(C)(i) · Improve Sentence Structure by Varying Beginnings · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The king raised taxes. (2) The king ignored the barons.

What is the **BEST** way to vary the beginning of sentence 2?

- A The king ignored the barons.
- B Over time, the king ignored the barons.
- C The king the king ignored the barons.
- D No change is needed.

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The king raised taxes. (2) The king ignored the barons. Now, what is the BEST way to vary the beginning of sentence 2?”

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

NOTE: Revealed on the next slide.

(11)(C)(i) • Improve Sentence Structure by Varying Beginnings · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B Over time, the king ignored the barons.

WHY THIS IS CORRECT

Choice B begins the sentence with the time phrase “Over time” instead of “The king,” so the two sentences no longer start the same way.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the same beginning as sentence 1. C repeats words and is confusing. D is wrong because two sentences that start alike can be improved by varying a beginning.

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

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, Over time, the king ignored the barons. Choice B begins the sentence with the time phrase “Over time” instead of “The king,” so the two sentences no longer start the same way.”

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

“A leaves the same beginning as sentence 1. C repeats words and is confusing. D is wrong because two sentences that start alike can be improved by varying a beginning.”

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

ANSWER KEY: B, Over time, the king ignored the barons.

(11)(C)(i) · Improve Sentence Structure by Varying Beginnings · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a general word with a precise, exact word.
Exact words help my reader understand my meaning clearly.

KEY IDEA

REVISING TOOL: Choose a precise word.

Replace a plain, general word with a more exact word that fits the meaning.

WHERE IT APPEARS: “The Energy We Use Everyday”, “Solar energy is a good kind of energy.”

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

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

⌚ ~2 min

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

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

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

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

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

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

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be more precise?

Read the sentence. Find a general word that could be replaced with a more exact one.

"Solar energy is a good kind of energy."

I CAN I recognize a general word that could be more precise.

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Grade 4 • Cluster 2 • Module 1 • Monday

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

🕒 ~2 min

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

"Let's warm up our revising eyes. Which word could be more precise? Read the sentence. Find a general word that could be replaced with a more exact one."

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

"Read this with me: 'Solar energy is a good kind of energy.'"

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

ANSWER KEY: "good" is a general word that could be replaced with a more exact one like clean or renewable.

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "good" is a general word that could be replaced with a more exact one like clean or renewable.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the precise word.

With support, choose the exact word that best fits the meaning.

"Solar energy is a (clean, renewable / good) kind of energy."**I CAN** I can choose a precise word, with support.

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Grade 4 • Cluster 2 • Module 1 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the exact word that best fits the meaning."▶ *Read the sentence with the two versions, then give quiet think time.***"Read this with me: 'Solar energy is a (clean, renewable / good) kind of energy.'"**▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.***ANSWER KEY:** "clean, renewable" names exactly what kind of energy solar power is.

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "clean, renewable" names exactly what kind of energy solar power is.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a precise word. Show the before and the after.

Before: "Renewable resources are good."

I CAN I can show how a precise word improves a sentence.

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Grade 4 • Cluster 2 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a precise word. Show the before and the after."

"Read this with me: Before: 'Renewable resources are good.'"

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

ANSWER KEY: Sample: "Renewable resources are clean and reusable." The exact words tell the reader why they matter.

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Renewable resources are clean and reusable." The exact words tell the reader why they matter.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"Nonrenewable resources are used a lot."

I CAN I can improve word choice myself.

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Grade 4 • Cluster 2 • Module 1 • Thursday

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

⌚ ~4 min

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

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

"Read this one: 'Nonrenewable resources are used a lot.' Improve the word choice in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "Nonrenewable resources are used widely because they give a steady supply." The words are more exact than "used a lot."

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Nonrenewable resources are used widely because they give a steady supply." The words are more exact than "used a lot."

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your precise word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain how your precise word made the sentence clearer. Then revise a word in your own writing."

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

ANSWER KEY: Precise words like "clean and renewable" tell the reader exactly what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Precise words like "clean and renewable" tell the reader exactly what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "Wind power is nice." → After: "Wind power is clean and renewable ." <i>A general word (nice) becomes exact words that show the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Replace a general word with a more precise one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 9 of 36, and complete the (11)(C)(ii) row.

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

🕒 ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, → After: "Wind power is clean and renewable." A general word (nice) becomes exact words that show the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE Monday

“good” is a general word that could be replaced with a more exact one like clean or renewable.



CHOOSE Tuesday

“clean, renewable” names exactly what kind of energy solar power is.



SHOW Wednesday

Sample: “Renewable resources are clean and reusable.” The exact words tell the reader why they matter.



OWN Thursday

Sample: “Nonrenewable resources are used widely because they give a steady supply.” The words are more exact than “used a lot.”



DEFEND Friday

Precise words like “clean and renewable” tell the reader exactly what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

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

⌚ ~3 min

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

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

▶ Walk through the answers together and have students self-check and correct: Foundational, “good” is a general word that could be replaced with a more exact one like clean or renewable. Emergent, “clean, renewable” names exactly what kind of energy solar power is. Visible, Sample: “Renewable resources are clean and reusable.” The exact words tell the reader why they matter. Independent, Sample: “Nonrenewable resources are used widely because they give a steady supply.” The words are more exact than “used a lot.” Reflective, Precise words like “clean and renewable” tell the reader exactly what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

ANSWER KEY: “good” is a general word that could be replaced with a more exact one like clean or renewable. · “clean, renewable” names exactly what kind of energy solar power is. · Sample: “Renewable resources are clean and reusable.” The exact words tell the reader why they matter. · Sample: “Nonrenewable resources are used widely because they give a steady supply.” The words are more exact than “used a lot.” · Precise words like “clean and renewable” tell the reader exactly what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) Solar energy is a good kind of energy.

What is the **BEST** way to improve the word choice in sentence 1?

- A Solar energy is a good kind of energy.
- B Solar energy is a clean, renewable kind of energy.
- C Solar energy is a nice thing.
- D No change is needed.

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

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Solar energy is a good kind of energy. Now, what is the BEST way to improve the word choice in sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(C)(ii) • Improve Word Choice · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: B Solar energy is a clean, renewable kind of energy.

WHY THIS IS CORRECT

Choice B replaces the general word “good” with the exact words “clean, renewable,” so the reader learns what kind of energy solar power is.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the general word “good.” C replaces clear words with the vaguer word “thing.” D is wrong because a general word can be made more precise.

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

🕒 ~2 min

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

“Here’s the payoff: the correct answer is B, Solar energy is a clean, renewable kind of energy. Choice B replaces the general word “good” with the exact words “clean, renewable,” so the reader learns what kind of energy solar power is.”

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

“A keeps the general word “good.” C replaces clear words with the vaguer word “thing.” D is wrong because a general word can be made more precise.”

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

ANSWER KEY: B, Solar energy is a clean, renewable kind of energy.

(11)(C)(ii) • Improve Word Choice · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences into one to show how the ideas connect.

Combining sentences makes my writing flow more smoothly.

KEY IDEA

REVISING TOOL: Combine two sentences.

Join two short sentences with a connecting word (and, but, so, because) to make one stronger sentence.

WHERE IT APPEARS: “Columbus’s Arrival”, “Columbus sailed west. He reached the Caribbean.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Combining

⌚ ~2 min

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

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

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

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

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

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

NOTE: This week: improve sentence structure by combining, see the standard and the five-day roadmap above.

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

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 10 of 36 •
Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences could be combined?

Read the sentences. Find two short sentences that could be joined into one.

"Columbus sailed west. He reached the Caribbean."

I CAN I recognize two short sentences that could be combined.

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Grade 4 • Cluster 2 • Module 2 • Monday

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

🕒 ~2 min

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

"Let's warm up our revising eyes. Which sentences could be combined? Read the sentences. Find two short sentences that could be joined into one."

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

"Read this with me: 'Columbus sailed west. He reached the Caribbean.'"

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

ANSWER KEY: Both sentences are short and about the same voyage, so they can be joined into one.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Both sentences are short and about the same voyage, so they can be joined into one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the best way to combine.

With support, choose the connecting word that joins the sentences clearly.

"Columbus sailed west (and reached the Caribbean / he Caribbean)"

I CAN I can choose a connecting word that combines sentences, with support.

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Grade 4 • Cluster 2 • Module 2 • Tuesday

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

⌚ ~4 min

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

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the connecting word that joins the sentences clearly."

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

"Read this with me: 'Columbus sailed west (and reached the Caribbean / he Caribbean)'"

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

ANSWER KEY: "and reached the Caribbean" joins the two ideas with a clear connecting word.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "and reached the Caribbean" joins the two ideas with a clear connecting word.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the two sentences as one. Show the before and the after.

Before: "Columbus sailed west. He reached the Caribbean."

I CAN I can show how combining sentences improves the writing.

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Grade 4 • Cluster 2 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one. Show the before and the after."

"Read this with me: Before: 'Columbus sailed west. He reached the Caribbean.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Columbus sailed west and reached the Caribbean." The connecting word "and" joins the ideas.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Columbus sailed west and reached the Caribbean." The connecting word "and" joins the ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Combine these two sentences into one yourself, no word bank.

"Spain sent ships. It began to explore the Americas."

I CAN I can combine sentences myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Spain sent ships. It began to explore the Americas.' Combine these two sentences into one yourself, no word bank."

▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.*

ANSWER KEY: Sample: "Spain sent ships, so it began to explore the Americas." The two ideas are joined with "so."

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Spain sent ships, so it began to explore the Americas." The two ideas are joined with "so."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your combined sentence, then combine two short sentences of your own.

Explain how joining the sentences made the writing smoother. Then combine two short sentences from your own draft.

I CAN I can evaluate my combined sentence and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how joining the sentences made the writing smoother. Then combine two short sentences from your own draft."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

(11)(C)(i) • Improve Sentence Structure by Combining • Sheet 10 of 36 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure by combining** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by combining	Before: "Ships crossed the ocean. They carried goods." → After: "Ships crossed the ocean and carried goods between Europe and the Americas. " <i>Two short sentences become one smoother sentence joined by a connecting word.</i>
MY OWN EXAMPLE: <i>Choose two short sentences from the passage. Combine them into one smoother sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 10 of 36, and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "Ships crossed the ocean and carried goods between Europe and the Americas." Two short sentences become one smoother sentence joined by a connecting word.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

Both sentences are short and about the same voyage, so they can be joined into one.



CHOOSE
Tuesday

“and reached the Caribbean” joins the two ideas with a clear connecting word.



SHOW
Wednesday

Sample: “Columbus sailed west and reached the Caribbean.” The connecting word “and” joins the ideas.



OWN
Thursday

Sample: “Spain sent ships, so it began to explore the Americas.” The two ideas are joined with “so.”



DEFEND
Friday

Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, Both sentences are short and about the same voyage, so they can be joined into one. Emergent, “and reached the Caribbean” joins the two ideas with a clear connecting word. Visible, Sample: “Columbus sailed west and reached the Caribbean.” The connecting word “and” joins the ideas. Independent, Sample: “Spain sent ships, so it began to explore the Americas.” The two ideas are joined with “so.” Reflective, Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

ANSWER KEY: Both sentences are short and about the same voyage, so they can be joined into one. · “and reached the Caribbean” joins the two ideas with a clear connecting word. · Sample: “Columbus sailed west and reached the Caribbean.” The connecting word “and” joins the ideas. · Sample: “Spain sent ships, so it began to explore the Americas.” The two ideas are joined with “so.” · Joining the sentences shows the reader how the ideas connect, which makes the writing flow. Then students combine two of their own sentences.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Spain sent ships. (2) It began to settle the Americas.

What is the **BEST** way to combine sentences 1 and 2 to improve the writing?

- A Spain sent ships it began to settle the Americas.
- B Spain sent ships and began to settle the Americas.
- C Spain sent. Ships settle. The Americas.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Spain sent ships. (2) It began to settle the Americas. Now, what is the BEST way to combine sentences 1 and 2 to improve the writing?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Spain sent ships and began to settle the Americas.

WHY THIS IS CORRECT

Choice B joins the two short sentences with the connecting word “and,” so the writing flows and the ideas stay clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no connecting word. C is broken into fragments. D is wrong because two short sentences about the same action can be combined.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Spain sent ships and began to settle the Americas. Choice B joins the two short sentences with the connecting word “and,” so the writing flows and the ideas stay clear.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no connecting word. C is broken into fragments. D is wrong because two short sentences about the same action can be combined.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Spain sent ships and began to settle the Americas.

(11)(C)(i) · Improve Sentence Structure by Combining · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a linking word or idea so my sentences connect and make sense together.

A linking idea helps my writing hold together from one sentence to the next.

KEY IDEA

REVISING TOOL: Add a linking idea.

Add a word or phrase (for example, however, in addition, as a result) that connects one idea to the next.

WHERE IT APPEARS: “The Energy We Use Everyday”, “Solar energy is clean. It is not always available.”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: add ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where do the ideas need a connection?

Read the sentences. Find a place where a linking idea would help them connect.

"Solar energy is clean. It is not always available."

I CAN I recognize where sentences need a linking idea.

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Grade 4 • Cluster 2 • Module 3 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Where do the ideas need a connection? Read the sentences. Find a place where a linking idea would help them connect."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Solar energy is clean. It is not always available.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The two sentences give opposite ideas (clean, but not always available), so they need a linking idea to connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two sentences give opposite ideas (clean, but not always available), so they need a linking idea to connect.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the linking idea.

With support, choose the linking word that best connects the ideas.

"Solar energy is clean. (However, / Also the) it is not always available."

I CAN I can choose a linking idea, with support.

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Grade 4 • Cluster 2 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the linking word that best connects the ideas."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: 'Solar energy is clean. (However, / Also the) it is not always available.'"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: "However," signals that the second idea is different from the first, so it connects them clearly.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "However," signals that the second idea is different from the first, so it connects them clearly.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences, adding a linking idea. Show the before and the after.

Before: "Solar energy is clean. It is not always available."

I CAN I can show how a linking idea improves coherence.

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Grade 4 • Cluster 2 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

⌚ ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences, adding a linking idea. Show the before and the after."

"Read this with me: Before: 'Solar energy is clean. It is not always available.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Solar energy is clean. However, it is not always available." The word "However" links the two ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Solar energy is clean. However, it is not always available." The word "However" links the two ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Add a linking idea to connect these sentences yourself, no word bank.

"Wind energy is renewable. It depends on the weather."

I CAN I can add a linking idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Wind energy is renewable. It depends on the weather.' Add a linking idea to connect these sentences yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Wind energy is renewable. However, it depends on the weather." The linking word "However" connects the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Wind energy is renewable. However, it depends on the weather." The linking word "However" connects the ideas.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your linking idea, then connect two sentences of your own.

Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing.

I CAN I can evaluate my linking idea and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The linking word "However" tells the reader the next idea is different, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The linking word "However" tells the reader the next idea is different, which keeps the writing coherent. Then students add a linking idea to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by adding ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Before: "Renewable resources are clean. They do not run out." → After: "Renewable resources are clean. In addition , they do not run out." <i>A linking phrase (In addition) connects the two ideas so the writing holds together.</i>
MY OWN EXAMPLE: <i>Choose two sentences from the passage. Add a linking word or idea that connects them. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 11 of 36, and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After:
"Renewable resources are clean. In addition, they do not run out." A linking phrase (In addition) connects the two ideas so the writing holds together.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The two sentences give opposite ideas (clean, but not always available), so they need a linking idea to connect.



CHOOSE
Tuesday

“However,” signals that the second idea is different from the first, so it connects them clearly.



SHOW
Wednesday

Sample: “Solar energy is clean. However, it is not always available.” The word “However” links the two ideas.



OWN
Thursday

Sample: “Wind energy is renewable. However, it depends on the weather.” The linking word “However” connects the ideas.



DEFEND
Friday

The linking word “However” tells the reader the next idea is different, which keeps the writing coherent. Then students add a linking idea to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The two sentences give opposite ideas (clean, but not always available), so they need a linking idea to connect. Emergent, “However,” signals that the second idea is different from the first, so it connects them clearly. Visible, Sample: “Solar energy is clean. However, it is not always available.” The word “However” links the two ideas. Independent, Sample: “Wind energy is renewable. However, it depends on the weather.” The linking word “However” connects the ideas. Reflective, The linking word “However” tells the reader the next idea is different, which keeps the writing coherent. Then students add a linking idea to their own writing.

ANSWER KEY: The two sentences give opposite ideas (clean, but not always available), so they need a linking idea to connect. · “However,” signals that the second idea is different from the first, so it connects them clearly. · Sample: “Solar energy is clean. However, it is not always available.” The word “However” links the two ideas. · Sample: “Wind energy is renewable. However, it depends on the weather.” The linking word “However” connects the ideas. · The linking word “However” tells the reader the next idea is different, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Renewable energy is clean. (2) It is not always available.

Which linking idea BEST connects sentences 1 and 2 for coherence?

- A Renewable energy is clean it is not always available.
- B Renewable energy is clean. However, it is not always available.
- C Renewable energy is clean. It is clean and clean.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Renewable energy is clean. (2) It is not always available. Now, which linking idea BEST connects sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Renewable energy is clean. However, it is not always available.

WHY THIS IS CORRECT

Choice B adds the linking word “However,” which signals the second idea is different, so the sentences connect and stay coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no linking word. C repeats the same idea and adds nothing. D is wrong because a linking idea makes the two sentences connect more clearly.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Renewable energy is clean. However, it is not always available. Choice B adds the linking word “However,” which signals the second idea is different, so the sentences connect and stay coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no linking word. C repeats the same idea and adds nothing. D is wrong because a linking idea makes the two sentences connect more clearly.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Renewable energy is clean. However, it is not always available.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I delete a repeated or off-topic idea so my writing stays clear and on track.

Taking out an extra idea makes my writing easier to follow.

KEY IDEA

REVISING TOOL: Delete an extra idea.

Cross out a sentence or detail that repeats another idea or does not belong.

WHERE IT APPEARS: “Columbus’s Arrival”, a sentence that repeats an idea or wanders off topic.

This deck teaches **Delete Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Delete Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is delete ideas for coherence, the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: delete ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Delete Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 12 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which idea does not belong?

Read the sentences. Find a sentence that repeats an idea or is off topic.

"Columbus sailed to find Asia. Columbus liked ships. Instead, he reached the Caribbean."

I CAN I recognize an idea that does not belong.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which idea does not belong? Read the sentences. Find a sentence that repeats an idea or is off topic."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Columbus sailed to find Asia. Columbus liked ships. Instead, he reached the Caribbean.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: "Columbus liked ships" is off topic, because it does not help tell about the voyage or its result.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "Columbus liked ships" is off topic, because it does not help tell about the voyage or its result.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "delete ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when delete ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the idea to delete.

With support, choose the sentence that should be deleted for coherence.

Delete: ("Columbus liked ships." / "Instead, he reached the Caribbean.")

I CAN I can choose an idea to delete, with support.

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Grade 4 • Cluster 2 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the sentence that should be deleted for coherence."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: Delete: ('Columbus liked ships.' / 'Instead, he reached the Caribbean.')"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Delete "Columbus liked ships." It does not connect to the main idea of the paragraph.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Delete "Columbus liked ships." It does not connect to the main idea of the paragraph.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences with the extra idea removed. Show the before and the after.

Before: "Columbus sailed to find Asia. Columbus liked ships. Instead, he reached the Caribbean."

I CAN I can show how deleting an idea improves coherence.

The Writing Academy®, LLC



Grade 4 • Cluster 2 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences with the extra idea removed. Show the before and the after."

"Read this with me: Before: 'Columbus sailed to find Asia. Columbus liked ships. Instead, he reached the Caribbean.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Columbus sailed to find Asia. Instead, he reached the Caribbean." The off-topic sentence is gone.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Columbus sailed to find Asia. Instead, he reached the Caribbean." The off-topic sentence is gone.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong yourself, no word bank.

"Spain grew powerful. Spain grew powerful. Ships crossed the ocean."

I CAN I can delete an extra idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Spain grew powerful. Spain grew powerful. Ships crossed the ocean.' Cross out the sentence that does not belong yourself, no word bank."

▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.*

ANSWER KEY: Sample: "Spain grew powerful. Ships crossed the ocean." The repeated sentence is deleted.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Spain grew powerful. Ships crossed the ocean." The repeated sentence is deleted.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then delete an off-topic idea from a piece of your own.

Explain why the deleted sentence did not belong. Then delete a repeated or off-topic idea in your own writing.

I CAN I can evaluate my deletion and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then delete a repeated or off-topic idea in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused on the voyage, which makes it coherent. Then students delete an extra idea in their own writing.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Deleting the off-topic sentence keeps the paragraph focused on the voyage, which makes it coherent. Then students delete an extra idea in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by deleting ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Before: "Columbus claimed the land. Columbus claimed the land. This helped Spain." → After: "Columbus claimed the land. This helped Spain." <i>A repeated sentence is deleted so the writing stays clear and on track.</i>
MY OWN EXAMPLE: <i>Find a sentence in the passage list that repeats an idea or is off topic. Delete it. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 12 of 36, and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "Columbus claimed the land. This helped Spain." A repeated sentence is deleted so the writing stays clear and on track.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"Columbus liked ships" is off topic, because it does not help tell about the voyage or its result.



CHOOSE
Tuesday

Delete "Columbus liked ships." It does not connect to the main idea of the paragraph.



SHOW
Wednesday

Sample: "Columbus sailed to find Asia. Instead, he reached the Caribbean." The off-topic sentence is gone.



OWN
Thursday

Sample: "Spain grew powerful. Ships crossed the ocean." The repeated sentence is deleted.



DEFEND
Friday

Deleting the off-topic sentence keeps the paragraph focused on the voyage, which makes it coherent. Then students delete an extra idea in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, "Columbus liked ships" is off topic, because it does not help tell about the voyage or its result. Emergent, Delete "Columbus liked ships." It does not connect to the main idea of the paragraph. Visible, Sample: "Columbus sailed to find Asia. Instead, he reached the Caribbean." The off-topic sentence is gone. Independent, Sample: "Spain grew powerful. Ships crossed the ocean." The repeated sentence is deleted. Reflective, Deleting the off-topic sentence keeps the paragraph focused on the voyage, which makes it coherent. Then students delete an extra idea in their own writing.

ANSWER KEY: "Columbus liked ships" is off topic, because it does not help tell about the voyage or its result. · Delete "Columbus liked ships." It does not connect to the main idea of the paragraph. · Sample: "Columbus sailed to find Asia. Instead, he reached the Caribbean." The off-topic sentence is gone. · Sample: "Spain grew powerful. Ships crossed the ocean." The repeated sentence is deleted. · Deleting the off-topic sentence keeps the paragraph focused on the voyage, which makes it coherent. Then students delete an extra idea in their own writing.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Columbus claimed the land for Spain. (2) Columbus claimed the land for Spain. (3) This helped Spain settle the Americas.

Which sentence should be DELETED to improve the coherence of the paragraph?

- A Sentence 1
- B Sentence 2, because it repeats sentence 1 exactly
- C Sentence 3
- D No sentence should be deleted.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Columbus claimed the land for Spain. (2) Columbus claimed the land for Spain. (3) This helped Spain settle the Americas. Now, which sentence should be DELETED to improve the coherence of the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Sentence 2, because it repeats sentence 1 exactly

WHY THIS IS CORRECT

Sentence 2 repeats sentence 1 word for word, so deleting it removes the repetition and keeps the paragraph clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentence 1 introduces the idea and is needed. Sentence 3 adds new information (the result). Keeping the repeated sentence would leave the writing wordy and less clear.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Sentence 2, because it repeats sentence 1 exactly. Sentence 2 repeats sentence 1 word for word, so deleting it removes the repetition and keeps the paragraph clear.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentence 1 introduces the idea and is needed. Sentence 3 adds new information (the result). Keeping the repeated sentence would leave the writing wordy and less clear.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Sentence 2, because it repeats sentence 1 exactly

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I move a word or phrase to a clearer place in the sentence.
Rearranging the order can make a sentence easier to understand.

KEY IDEA

REVISING TOOL: Move a phrase for clarity.
Move a detail, like a time or place phrase, to a clearer spot so the sentence reads smoothly.

WHERE IT APPEARS: “A Lone Star Choice”, “Texas, after much debate, in 1845 joined the United States.”

This deck teaches **Improve Sentence Structure by Rearranging** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Rearranging

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure by rearranging, the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve sentence structure by rearranging, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Sentence Structure by Rearranging slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure by Rearranging • Sheet 13 of 36
• Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence is hard to follow?

Read the sentence. Find one whose word order makes it hard to understand.

"Texas, after much debate, in 1845 joined the United States."

I CAN I recognize a sentence whose order is hard to follow.

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Grade 4 • Cluster 3 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which sentence is hard to follow? Read the sentence. Find one whose word order makes it hard to understand."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Texas, after much debate, in 1845 joined the United States.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The phrases "after much debate" and "in 1845" are placed in a way that makes the sentence choppy and hard to read.

(11)(C)(i) • Improve Sentence Structure by Rearranging • Sheet 13 of 36
• Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches. The phrases "after much debate" and "in 1845" are placed in a way that makes the sentence choppy and hard to read.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure by rearranging" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure by rearranging is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the clearer order.

With support, choose the sentence with the clearer word order.

"(In 1845, Texas joined the United States. / Joined Texas the United States 1845 in.)"

I CAN I can choose a clearer word order, with support.

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Grade 4 • Cluster 3 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the sentence with the clearer word order."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: '(In 1845, Texas joined the United States. / Joined Texas the United States 1845 in.)'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "In 1845, Texas joined the United States" puts the time first and keeps the words in a clear order.

(11)(C)(i) • Improve Sentence Structure by Rearranging • Sheet 13 of 36
• Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "In 1845, Texas joined the United States" puts the time first and keeps the words in a clear order.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the sentence in a clearer order. Show the before and the after.

Before: "Texas, after much debate, in 1845 joined the United States."

I CAN I can show how rearranging improves a sentence.

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Grade 4 • Cluster 3 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence in a clearer order. Show the before and the after."

"Read this with me: Before: 'Texas, after much debate, in 1845 joined the United States.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "In 1845, after much debate, Texas joined the United States." The time phrase now leads clearly.

(11)(C)(i) • Improve Sentence Structure by Rearranging • Sheet 13 of 36
• Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "In 1845, after much debate, Texas joined the United States." The time phrase now leads clearly.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Rearrange this sentence into a clearer order yourself, no word bank.

"The war ended and land the United States gained."

I CAN I can rearrange a sentence myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The war ended and land the United States gained.' Rearrange this sentence into a clearer order yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "When the war ended, the United States gained land." The order now reads smoothly.

(11)(C)(i) • Improve Sentence Structure by Rearranging • Sheet 13 of 36
• Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "When the war ended, the United States gained land." The order now reads smoothly.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your new order, then rearrange a sentence of your own.

Explain how the new order made the sentence clearer. Then rearrange a sentence in your own writing.

I CAN I can evaluate my sentence order and transfer it to my own writing.

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Grade 4 • Cluster 3 • Module 1 • Friday

TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how the new order made the sentence clearer. Then rearrange a sentence in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Moving the time phrase to the front puts the ideas in a clear order, which makes the sentence easier to read. Then students rearrange one of their own sentences.

(11)(C)(i) • Improve Sentence Structure by Rearranging • Sheet 13 of 36
• Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Moving the time phrase to the front puts the ideas in a clear order, which makes the sentence easier to read. Then students rearrange one of their own sentences.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure by rearranging** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by rearranging	Before: "The map changed, after the war, of the country." → After: " After the war , the map of the country changed." <i>Moving the time phrase to the front makes the sentence clear and smooth.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage that feels out of order. Rearrange it into a clearer order. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 13 of 36, and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "After the war, the map of the country changed." Moving the time phrase to the front makes the sentence clear and smooth.

(11)(C)(i) · Improve Sentence Structure by Rearranging · Sheet 13 of 36
· Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The phrases “after much debate” and “in 1845” are placed in a way that makes the sentence choppy and hard to read.



CHOOSE
Tuesday

“In 1845, Texas joined the United States” puts the time first and keeps the words in a clear order.



SHOW
Wednesday

Sample: “In 1845, after much debate, Texas joined the United States.” The time phrase now leads clearly.



OWN
Thursday

Sample: “When the war ended, the United States gained land.” The order now reads smoothly.



DEFEND
Friday

Moving the time phrase to the front puts the ideas in a clear order, which makes the sentence easier to read. Then students rearrange one of their own sentences.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The phrases “after much debate” and “in 1845” are placed in a way that makes the sentence choppy and hard to read. Emergent, “In 1845, Texas joined the United States” puts the time first and keeps the words in a clear order. Visible, Sample: “In 1845, after much debate, Texas joined the United States.” The time phrase now leads clearly. Independent, Sample: “When the war ended, the United States gained land.” The order now reads smoothly. Reflective, Moving the time phrase to the front puts the ideas in a clear order, which makes the sentence easier to read. Then students rearrange one of their own sentences.

ANSWER KEY: The phrases “after much debate” and “in 1845” are placed in a way that makes the sentence choppy and hard to read. · “In 1845, Texas joined the United States” puts the time first and keeps the words in a clear order. · Sample: “In 1845, after much debate, Texas joined the United States.” The time phrase now leads clearly. · Sample: “When the war ended, the United States gained land.” The order now reads smoothly. · Moving the time phrase to the front puts the ideas in a clear order, which makes the sentence easier to read. Then students rearrange one of their own sentences.

(11)(C)(i) · Improve Sentence Structure by Rearranging · Sheet 13 of 36
· Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Texas, after much debate, in 1845 joined the United States.

What is the BEST way to rearrange sentence 1 for clarity?

- A Texas, after much debate, in 1845 joined the United States.
- B In 1845, after much debate, Texas joined the United States.
- C Joined in 1845 Texas debate the United States.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Texas, after much debate, in 1845 joined the United States. Now, what is the BEST way to rearrange sentence 1 for clarity?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Rearranging · Sheet 13 of 36
· Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B In 1845, after much debate, Texas joined the United States.

WHY THIS IS CORRECT

Choice B moves the time phrase “In 1845” to the front and keeps the words in a clear order, so the sentence is easy to follow.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the choppy order. C scrambles the words into a confusing order. D is wrong because the original order makes the sentence hard to read.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, In 1845, after much debate, Texas joined the United States. Choice B moves the time phrase “In 1845” to the front and keeps the words in a clear order, so the sentence is easy to follow.”

▶ *Walk through why the other choices are weaker revisions.*

“A keeps the choppy order. C scrambles the words into a confusing order. D is wrong because the original order makes the sentence hard to read.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, In 1845, after much debate, Texas joined the United States.

(11)(C)(i) • Improve Sentence Structure by Rearranging · Sheet 13 of 36
· Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a plain word with a stronger, more exact one.
Exact words help my reader picture what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a plain or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “Making It Happen”, “Patrons helped artists in a good way.”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a plain or general word that could be more exact.

"Patrons helped artists in a good way."

I CAN I recognize a word that could be stronger.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?
Read the sentence. Find a plain or general word that could be
more exact."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Patrons helped artists in a good way.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: "helped in a good way" is plain, so it could be replaced with exact words like supported or funded.

(11)(C)(ii) • Improve Word Choice • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "helped in a good way" is plain, so it could be replaced with exact words like supported or funded.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"Patrons (supported and funded / helped in a good way) artists."

I CAN I can choose a stronger word, with support.

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Grade 4 • Cluster 3 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Patrons (supported and funded / helped in a good way) artists.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "supported and funded" tells exactly how patrons helped artists.

(11)(C)(ii) • Improve Word Choice • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "supported and funded" tells exactly how patrons helped artists.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a stronger word. Show the before and the after.

Before: "Patrons helped artists in a good way."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Cluster 3 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a stronger word. Show the before and the after."

"Read this with me: Before: 'Patrons helped artists in a good way.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Patrons funded and believed in artists." The exact words show how patrons helped.

(11)(C)(ii) • Improve Word Choice • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Patrons funded and believed in artists." The exact words show how patrons helped.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The idea was a big thing for the town."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The idea was a big thing for the town.' Improve the word choice in this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "The idea was an important opportunity for the town." The words are more exact than "a big thing."

(11)(C)(ii) • Improve Word Choice • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The idea was an important opportunity for the town." The words are more exact than "a big thing."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your stronger word made the sentence clearer. Then revise a word in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Exact words like "funded and believed in" tell the reader precisely how patrons helped, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Exact words like "funded and believed in" tell the reader precisely how patrons helped, which makes the sentence clearer. Then students revise a word in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "A patron gave money to help." → After: "A patron funded the artist's work." <i>A plain phrase (gave money to help) becomes one exact word (funded).</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Replace a plain word with a stronger, more exact one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 14 of 36, and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "A patron funded the artist's work." A plain phrase (gave money to help) becomes one exact word (funded).

(11)(C)(ii) · Improve Word Choice · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE Monday

“helped in a good way” is plain, so it could be replaced with exact words like supported or funded.



CHOOSE Tuesday

“supported and funded” tells exactly how patrons helped artists.



SHOW Wednesday

Sample: “Patrons funded and believed in artists.” The exact words show how patrons helped.



OWN Thursday

Sample: “The idea was an important opportunity for the town.” The words are more exact than “a big thing.”



DEFEND Friday

Exact words like “funded and believed in” tell the reader precisely how patrons helped, which makes the sentence clearer. Then students revise a word in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, “helped in a good way” is plain, so it could be replaced with exact words like supported or funded. Emergent, “supported and funded” tells exactly how patrons helped artists. Visible, Sample: “Patrons funded and believed in artists.” The exact words show how patrons helped. Independent, Sample: “The idea was an important opportunity for the town.” The words are more exact than “a big thing.” Reflective, Exact words like “funded and believed in” tell the reader precisely how patrons helped, which makes the sentence clearer. Then students revise a word in their own writing.

ANSWER KEY: “helped in a good way” is plain, so it could be replaced with exact words like supported or funded. · “supported and funded” tells exactly how patrons helped artists. · Sample: “Patrons funded and believed in artists.” The exact words show how patrons helped. · Sample: “The idea was an important opportunity for the town.” The words are more exact than “a big thing.” · Exact words like “funded and believed in” tell the reader precisely how patrons helped, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Patrons helped artists in a good way.

What is the **BEST** way to improve the word choice in sentence 1?

- A** Patrons helped artists in a good way.
- B** Patrons supported and funded artists so they could do their work.
- C** Patrons helped artists with stuff.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Patrons helped artists in a good way. Now, what is the BEST way to improve the word choice in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(ii) · Improve Word Choice · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Patrons supported and funded artists so they could do their work.

WHY THIS IS CORRECT

Choice B replaces the plain phrase “helped in a good way” with the exact words “supported and funded,” so the reader learns how patrons helped.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the plain phrase. C uses the vaguer word “stuff.” D is wrong because a plain phrase can be made more exact.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Patrons supported and funded artists so they could do their work. Choice B replaces the plain phrase “helped in a good way” with the exact words “supported and funded,” so the reader learns how patrons helped.”

▶ *Walk through why the other choices are weaker revisions.*

“A keeps the plain phrase. C uses the vaguer word “stuff.” D is wrong because a plain phrase can be made more exact.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Patrons supported and funded artists so they could do their work.

(11)(C)(ii) · Improve Word Choice · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a linking word or idea so my sentences connect and make sense together.

A linking idea helps my writing flow from one thought to the next.

KEY IDEA

REVISING TOOL: Add a linking idea.

Add a word or phrase, for example while, however, or as a result, that connects one idea to the next.

WHERE IT APPEARS: “A Lone Star Choice”, “Some people were hopeful. Others were worried.”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: add ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where do the ideas need a connection?

Read the sentences. Find a place where a linking idea would help them connect.

"Some people were hopeful. Others were worried."

I CAN I recognize where sentences need a linking idea.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Where do the ideas need a connection? Read the sentences. Find a place where a linking idea would help them connect."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Some people were hopeful. Others were worried.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The two sentences show opposite feelings (hopeful and worried), so they need a linking idea to connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two sentences show opposite feelings (hopeful and worried), so they need a linking idea to connect.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the linking idea.

With support, choose the linking word that best connects the ideas.

"Some people were hopeful, (while / and also then) others were worried."

I CAN I can choose a linking idea, with support.

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Grade 4 • Cluster 3 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the linking word that best connects the ideas."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Some people were hopeful, (while / and also then) others were worried.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "while" shows that the two feelings happened at the same time, so it connects them.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "while" shows that the two feelings happened at the same time, so it connects them.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences, adding a linking idea. Show the before and the after.

Before: "Some people were hopeful. Others were worried."

I CAN I can show how a linking idea improves coherence.

The Writing Academy®, LLC



Grade 4 • Cluster 3 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences, adding a linking idea. Show the before and the after."

"Read this with me: Before: 'Some people were hopeful. Others were worried.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Some people were hopeful, while others were worried." The word "while" links the two feelings.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Some people were hopeful, while others were worried." The word "while" links the two feelings.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Add a linking idea to connect these sentences yourself, no word bank.

"Texas joined the United States. Mexico did not agree."

I CAN I can add a linking idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Texas joined the United States. Mexico did not agree.' Add a linking idea to connect these sentences yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Texas joined the United States. However, Mexico did not agree." The linking word "However" connects the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Texas joined the United States. However, Mexico did not agree." The linking word "However" connects the ideas.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your linking idea, then connect two sentences of your own.

Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing.

I CAN I can evaluate my linking idea and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The linking word "while" shows the two feelings at once, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The linking word "while" shows the two feelings at once, which keeps the writing coherent. Then students add a linking idea to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by adding ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Before: "The choice brought change. It also brought conflict." → After: "The choice brought change. However , it also brought conflict." <i>A linking word (However) connects the two ideas so the writing holds together.</i>
MY OWN EXAMPLE: <i>Choose two sentences from the passage. Add a linking word or idea that connects them. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 15 of 36, and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "The choice brought change. However, it also brought conflict." A linking word (However) connects the two ideas so the writing holds together.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE Monday

The two sentences show opposite feelings (hopeful and worried), so they need a linking idea to connect.



CHOOSE Tuesday

“while” shows that the two feelings happened at the same time, so it connects them.



SHOW Wednesday

Sample: “Some people were hopeful, while others were worried.” The word “while” links the two feelings.



OWN Thursday

Sample: “Texas joined the United States. However, Mexico did not agree.” The linking word “However” connects the ideas.



DEFEND Friday

The linking word “while” shows the two feelings at once, which keeps the writing coherent. Then students add a linking idea to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The two sentences show opposite feelings (hopeful and worried), so they need a linking idea to connect. Emergent, “while” shows that the two feelings happened at the same time, so it connects them. Visible, Sample: “Some people were hopeful, while others were worried.” The word “while” links the two feelings. Independent, Sample: “Texas joined the United States. However, Mexico did not agree.” The linking word “However” connects the ideas. Reflective, The linking word “while” shows the two feelings at once, which keeps the writing coherent. Then students add a linking idea to their own writing.

ANSWER KEY: The two sentences show opposite feelings (hopeful and worried), so they need a linking idea to connect. · “while” shows that the two feelings happened at the same time, so it connects them. · Sample: “Some people were hopeful, while others were worried.” The word “while” links the two feelings. · Sample: “Texas joined the United States. However, Mexico did not agree.” The linking word “However” connects the ideas. · The linking word “while” shows the two feelings at once, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Some people were hopeful. (2) Others were worried.

Which linking idea BEST connects sentences 1 and 2 for coherence?

- A Some people were hopeful others were worried.
- B Some people were hopeful, while others were worried.
- C Some people were hopeful. Hopeful. Worried.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Some people were hopeful. (2) Others were worried. Now, which linking idea BEST connects sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Some people were hopeful, while others were worried.

WHY THIS IS CORRECT

Choice B adds the linking word “while,” which shows the two feelings happened together, so the sentences connect and stay coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no linking word. C breaks into fragments and repeats. D is wrong because a linking idea makes the two sentences connect more clearly.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Some people were hopeful, while others were worried. Choice B adds the linking word “while,” which shows the two feelings happened together, so the sentences connect and stay coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no linking word. C breaks into fragments and repeats. D is wrong because a linking idea makes the two sentences connect more clearly.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Some people were hopeful, while others were worried.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I delete a repeated or off-topic idea so my writing stays clear.
Taking out an extra idea keeps my writing focused.

KEY IDEA

REVISING TOOL: Delete an extra idea.
Cross out a sentence or detail that repeats another idea or does not belong.

WHERE IT APPEARS: “Making It Happen”, a sentence that repeats an idea or wanders off topic.

This deck teaches **Delete Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Delete Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is delete ideas for coherence, the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: delete ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Delete Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 16 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which idea does not belong?

Read the sentences. Find a sentence that repeats an idea or is off topic.

"Patrons helped artists. Patrons wore fancy clothes. They funded new ideas."

I CAN I recognize an idea that does not belong.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which idea does not belong?
Read the sentences. Find a sentence that repeats an idea or is off
topic."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'Patrons helped artists. Patrons wore fancy
clothes. They funded new ideas.'"**

▶ Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.

ANSWER KEY: "Patrons wore fancy clothes" is off topic, because it does not help tell
how patrons supported artists.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "Patrons wore fancy
clothes" is off topic, because it does not help tell how patrons
supported artists.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"delete ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when delete ideas for coherence is strong, it is one of the things
writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the idea to delete.

With support, choose the sentence that should be deleted for coherence.

Delete: ("Patrons wore fancy clothes." / "They funded new ideas.")

I CAN I can choose an idea to delete, with support.

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Grade 4 • Cluster 3 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the sentence that should be deleted for coherence."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: Delete: ('Patrons wore fancy clothes.' / 'They funded new ideas.')"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Delete "Patrons wore fancy clothes." It does not connect to the main idea about helping artists.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Delete "Patrons wore fancy clothes." It does not connect to the main idea about helping artists.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences with the extra idea removed. Show the before and the after.

Before: "Patrons helped artists. Patrons wore fancy clothes. They funded new ideas."

I CAN I can show how deleting an idea improves coherence.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences with the extra idea removed. Show the before and the after."

"Read this with me: Before: 'Patrons helped artists. Patrons wore fancy clothes. They funded new ideas.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Patrons helped artists. They funded new ideas." The off-topic sentence is gone.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Patrons helped artists. They funded new ideas." The off-topic sentence is gone.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong yourself, no word bank.

"Support helps ideas grow. Support helps ideas grow. People still need help today."

I CAN I can delete an extra idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Support helps ideas grow. Support helps ideas grow. People still need help today.' Cross out the sentence that does not belong yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Support helps ideas grow. People still need help today." The repeated sentence is deleted.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Support helps ideas grow. People still need help today." The repeated sentence is deleted.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then delete an off-topic idea from a piece of your own.

Explain why the deleted sentence did not belong. Then delete a repeated or off-topic idea in your own writing.

I CAN I can evaluate my deletion and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then delete a repeated or off-topic idea in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused on how patrons helped, which makes it coherent. Then students delete an extra idea in their own writing.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Deleting the off-topic sentence keeps the paragraph focused on how patrons helped, which makes it coherent. Then students delete an extra idea in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by deleting ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Before: "Ideas need support. Ideas need support. That is still true now." → After: "Ideas need support. That is still true now." <i>A repeated sentence is deleted so the writing stays clear and focused.</i>
MY OWN EXAMPLE: <i>Find a sentence in the passage list that repeats an idea or is off topic. Delete it. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 16 of 36, and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Ideas need support. That is still true now." A repeated sentence is deleted so the writing stays clear and focused.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

**NOTICE**
Monday

"Patrons wore fancy clothes" is off topic, because it does not help tell how patrons supported artists.

**CHOOSE**
Tuesday

Delete "Patrons wore fancy clothes." It does not connect to the main idea about helping artists.

**SHOW**
Wednesday

Sample: "Patrons helped artists. They funded new ideas." The off-topic sentence is gone.

**OWN**
Thursday

Sample: "Support helps ideas grow. People still need help today." The repeated sentence is deleted.

**DEFEND**
Friday

Deleting the off-topic sentence keeps the paragraph focused on how patrons helped, which makes it coherent. Then students delete an extra idea in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "Patrons wore fancy clothes" is off topic, because it does not help tell how patrons supported artists. Emergent, Delete "Patrons wore fancy clothes." It does not connect to the main idea about helping artists. Visible, Sample: "Patrons helped artists. They funded new ideas." The off-topic sentence is gone. Independent, Sample: "Support helps ideas grow. People still need help today." The repeated sentence is deleted. Reflective, Deleting the off-topic sentence keeps the paragraph focused on how patrons helped, which makes it coherent. Then students delete an extra idea in their own writing.

ANSWER KEY: "Patrons wore fancy clothes" is off topic, because it does not help tell how patrons supported artists. · Delete "Patrons wore fancy clothes." It does not connect to the main idea about helping artists. · Sample: "Patrons helped artists. They funded new ideas." The off-topic sentence is gone. · Sample: "Support helps ideas grow. People still need help today." The repeated sentence is deleted. · Deleting the off-topic sentence keeps the paragraph focused on how patrons helped, which makes it coherent. Then students delete an extra idea in their own writing.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Support helps ideas grow. (2) Support helps ideas grow. (3) People still need help today.

Which sentence should be DELETED to improve the coherence of the paragraph?

- A Sentence 1
- B Sentence 2, because it repeats sentence 1 exactly
- C Sentence 3
- D No sentence should be deleted.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Support helps ideas grow. (2) Support helps ideas grow. (3) People still need help today. Now, which sentence should be DELETED to improve the coherence of the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Sentence 2, because it repeats sentence 1 exactly

WHY THIS IS CORRECT

Sentence 2 repeats sentence 1 word for word, so deleting it removes the repetition and keeps the paragraph clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentence 1 introduces the idea and is needed. Sentence 3 adds new information. Keeping the repeated sentence would leave the writing wordy and less clear.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Sentence 2, because it repeats sentence 1 exactly. Sentence 2 repeats sentence 1 word for word, so deleting it removes the repetition and keeps the paragraph clear.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentence 1 introduces the idea and is needed. Sentence 3 adds new information. Keeping the repeated sentence would leave the writing wordy and less clear.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Sentence 2, because it repeats sentence 1 exactly

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a plain word with a stronger, more exact one.
Exact words help my reader understand exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a plain or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “The Wealth of Mansa Musa”, “Mali was a rich kingdom.”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a plain or general word that could be more exact.

"Mali was a rich kingdom."

I CAN I recognize a word that could be stronger.

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Grade 4 • Cluster 4 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?
Read the sentence. Find a plain or general word that could be
more exact."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Mali was a rich kingdom.'"

▶ Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.

ANSWER KEY: "rich" is a plain word that could be replaced with more exact words
like wealthy and powerful.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "rich" is a plain word that
could be replaced with more exact words like wealthy and
powerful.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when improve word choice is strong, it is one of the things
writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"Mali was a (wealthy and powerful / rich) kingdom."

I CAN I can choose a stronger word, with support.

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Grade 4 • Cluster 4 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Mali was a (wealthy and powerful / rich) kingdom.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "wealthy and powerful" tells exactly what kind of kingdom Mali was.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "wealthy and powerful" tells exactly what kind of kingdom Mali was.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a stronger word. Show the before and the after.

Before: "Mali was a rich kingdom."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Cluster 4 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a stronger word. Show the before and the after."

"Read this with me: Before: 'Mali was a rich kingdom.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Mali was a wealthy and powerful kingdom." The exact words show how strong Mali was.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Mali was a wealthy and powerful kingdom." The exact words show how strong Mali was.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"Traders carried good things across the desert."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday •
Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Traders carried good things across the desert.' Improve the word choice in this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Traders carried valuable gold and salt across the desert." The words are more exact than "good things."

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Traders carried valuable gold and salt across the desert." The words are more exact than "good things."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your stronger word made the sentence clearer. Then revise a word in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Exact words like "wealthy and powerful" tell the reader precisely what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Exact words like "wealthy and powerful" tell the reader precisely what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "Timbuktu was a good city." → After: "Timbuktu was a busy center of trade and learning. " <i>A general word (good) becomes exact words that show the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Replace a plain word with a stronger, more exact one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 17 of 36, and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Timbuktu was a busy center of trade and learning." A general word (good) becomes exact words that show the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

“rich” is a plain word that could be replaced with more exact words like wealthy and powerful.



CHOOSE

Tuesday

“wealthy and powerful” tells exactly what kind of kingdom Mali was.



SHOW

Wednesday

Sample: “Mali was a wealthy and powerful kingdom.” The exact words show how strong Mali was.



OWN

Thursday

Sample: “Traders carried valuable gold and salt across the desert.” The words are more exact than “good things.”



DEFEND

Friday

Exact words like “wealthy and powerful” tell the reader precisely what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, “rich” is a plain word that could be replaced with more exact words like wealthy and powerful. Emergent, “wealthy and powerful” tells exactly what kind of kingdom Mali was. Visible, Sample: “Mali was a wealthy and powerful kingdom.” The exact words show how strong Mali was. Independent, Sample: “Traders carried valuable gold and salt across the desert.” The words are more exact than “good things.” Reflective, Exact words like “wealthy and powerful” tell the reader precisely what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

ANSWER KEY: “rich” is a plain word that could be replaced with more exact words like wealthy and powerful. · “wealthy and powerful” tells exactly what kind of kingdom Mali was. · Sample: “Mali was a wealthy and powerful kingdom.” The exact words show how strong Mali was. · Sample: “Traders carried valuable gold and salt across the desert.” The words are more exact than “good things.” · Exact words like “wealthy and powerful” tell the reader precisely what the writer means, which makes the sentence clearer. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Mali was a rich kingdom.

What is the **BEST** way to improve the word choice in sentence 1?

- A** Mali was a rich kingdom.
- B** Mali was a wealthy and powerful kingdom known for trade.
- C** Mali was a good place.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Mali was a rich kingdom. Now, what is the BEST way to improve the word choice in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Mali was a wealthy and powerful kingdom known for trade.

WHY THIS IS CORRECT

Choice B replaces the plain word “rich” with the exact words “wealthy and powerful,” so the reader understands what kind of kingdom Mali was.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the plain word “rich.” C uses the vaguer words “good place.” D is wrong because a plain word can be made more exact.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Mali was a wealthy and powerful kingdom known for trade. Choice B replaces the plain word “rich” with the exact words “wealthy and powerful,” so the reader understands what kind of kingdom Mali was.”

▶ *Walk through why the other choices are weaker revisions.*

“A keeps the plain word “rich.” C uses the vaguer words “good place.” D is wrong because a plain word can be made more exact.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Mali was a wealthy and powerful kingdom known for trade.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two related ideas into one sentence so my writing is smooth and coherent.

Combining related ideas helps my paragraph flow together.

KEY IDEA

REVISING TOOL: Combine related ideas.

Join two sentences that share an idea into one clear sentence so the writing flows.

WHERE IT APPEARS: “Four Regions, One Big Adventure”, “West Texas is dry. West Texas has mining and oil.”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Combine Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: combine ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which related ideas could be combined?

Read the sentences. Find two sentences about the same idea that could be joined.

"West Texas is dry. West Texas has mining and oil."

I CAN I recognize two related ideas that could be combined.

The Writing Academy®, LLC



Grade 4 • Cluster 4 • Module 2 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which related ideas could be combined? Read the sentences. Find two sentences about the same idea that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'West Texas is dry. West Texas has mining and oil.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: Both sentences describe West Texas, so the related ideas can be joined into one.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Both sentences describe West Texas, so the related ideas can be joined into one.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best way to combine.

With support, choose the way that joins the related ideas clearly.

"West Texas is dry, (but it has valuable mining and oil / it mining oil)"

I CAN I can choose a way to combine related ideas, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the way that joins the related ideas clearly."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: 'West Texas is dry, (but it has valuable mining and oil / it mining oil)'"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: "but it has valuable mining and oil" joins the ideas and shows how they connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "but it has valuable mining and oil" joins the ideas and shows how they connect.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your revision (Before, After).

Rewrite the two related ideas as one sentence. Show the before and the after.

Before: "West Texas is dry. West Texas has mining and oil."

I CAN I can show how combining related ideas improves coherence.

The Writing Academy®, LLC



Grade 4 • Cluster 4 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two related ideas as one sentence. Show the before and the after."

"Read this with me: Before: 'West Texas is dry. West Texas has mining and oil.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "West Texas is dry, but it has valuable mining and oil." The connecting word "but" joins the related ideas.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "West Texas is dry, but it has valuable mining and oil." The connecting word "but" joins the related ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine these two related ideas into one sentence yourself, no word bank.

"The Great Plains is flat. The Great Plains is good for cattle."

I CAN I can combine related ideas myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The Great Plains is flat. The Great Plains is good for cattle.' Combine these two related ideas into one sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "The Great Plains is flat, so it is good for cattle." The two ideas are joined with "so."

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Great Plains is flat, so it is good for cattle." The two ideas are joined with "so."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two related ideas of your own.

Explain how combining the ideas made the writing flow. Then combine two related ideas in your own draft.

I CAN I can evaluate my combined sentence and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how combining the ideas made the writing flow. Then combine two related ideas in your own draft."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by combining ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	Before: "The Coastal Plains is humid. The Coastal Plains has good farmland." → After: "The Coastal Plains is humid, so it has good farmland. " <i>Two related sentences become one that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Choose two related sentences from the passage. Combine them into one coherent sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 18 of 36, and complete the (11)(C)(v) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "The Coastal Plains is humid, so it has good farmland." Two related sentences become one that shows how the ideas connect.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

Both sentences describe West Texas, so the related ideas can be joined into one.



CHOOSE

Tuesday

“but it has valuable mining and oil” joins the ideas and shows how they connect.



SHOW

Wednesday

Sample: “West Texas is dry, but it has valuable mining and oil.” The connecting word “but” joins the related ideas.



OWN

Thursday

Sample: “The Great Plains is flat, so it is good for cattle.” The two ideas are joined with “so.”



DEFEND

Friday

Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, Both sentences describe West Texas, so the related ideas can be joined into one. Emergent, “but it has valuable mining and oil” joins the ideas and shows how they connect. Visible, Sample: “West Texas is dry, but it has valuable mining and oil.” The connecting word “but” joins the related ideas. Independent, Sample: “The Great Plains is flat, so it is good for cattle.” The two ideas are joined with “so.” Reflective, Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

ANSWER KEY: Both sentences describe West Texas, so the related ideas can be joined into one. · “but it has valuable mining and oil” joins the ideas and shows how they connect. · Sample: “West Texas is dry, but it has valuable mining and oil.” The connecting word “but” joins the related ideas. · Sample: “The Great Plains is flat, so it is good for cattle.” The two ideas are joined with “so.” · Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The Great Plains is flat. (2) The Great Plains is good for cattle.

What is the **BEST** way to combine sentences 1 and 2 for coherence?

- A** The Great Plains is flat it is good for cattle.
- B** The Great Plains is flat, so it is good for cattle.
- C** The Great Plains. Flat. Cattle good.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The Great Plains is flat. (2) The Great Plains is good for cattle. Now, what is the BEST way to combine sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B The Great Plains is flat, so it is good for cattle.

WHY THIS IS CORRECT

Choice B joins the two related ideas with the connecting word “so,” showing how the flat land leads to good cattle land, so the writing is coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no connecting word. C is broken into fragments. D is wrong because two related ideas about the same region can be combined.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, The Great Plains is flat, so it is good for cattle. Choice B joins the two related ideas with the connecting word “so,” showing how the flat land leads to good cattle land, so the writing is coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no connecting word. C is broken into fragments. D is wrong because two related ideas about the same region can be combined.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, The Great Plains is flat, so it is good for cattle.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I move a phrase or sentence so my ideas follow an order that makes sense.

Putting ideas in a logical order makes my writing easy to follow.

KEY IDEA

REVISING TOOL: Put ideas in order.

Move a phrase or sentence so the ideas follow a logical order a reader can follow, like cause before effect.

WHERE IT APPEARS: “The Wealth of Mansa Musa”, “Mali grew rich, and traders felt safe, because Mansa Musa protected the routes.”

This deck teaches **Rearrange Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Rearrange Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our revising focus is rearrange ideas for coherence, the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: rearrange ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Rearrange Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 19 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which ideas are out of order?

Read the sentence. Find ideas that would make more sense in a different order.

"Mali grew rich, and traders felt safe, because Mansa Musa protected the routes."

I CAN I recognize ideas that are out of order.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which ideas are out of order?
Read the sentence. Find ideas that would make more sense in a
different order."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'Mali grew rich, and traders felt safe, because
Mansa Musa protected the routes.'"**

▶ Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.

ANSWER KEY: The result (Mali grew rich, traders felt safe) comes before the cause
(Mansa Musa protected the routes), so the ideas are out of order.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, The result (Mali grew rich,
traders felt safe) comes before the cause (Mansa Musa
protected the routes), so the ideas are out of order.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"rearrange ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when rearrange ideas for coherence is strong, it is one of the
things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the clearer order.

With support, choose the order that puts the cause before the result.

"(Because Mansa Musa protected the routes, traders felt safe and Mali grew rich. / Rich Mali safe traders routes.)"

I CAN I can choose a clearer order of ideas, with support.

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Grade 4 • Cluster 4 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the order that puts the cause before the result."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: '(Because Mansa Musa protected the routes, traders felt safe and Mali grew rich. / Rich Mali safe traders routes.)'"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: Putting the cause first, "Because Mansa Musa protected the routes," lets the ideas build in a logical order.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Putting the cause first, "Because Mansa Musa protected the routes," lets the ideas build in a logical order.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your revision (Before, After).

Rewrite the sentence with the ideas in a logical order. Show the before and the after.

Before: "Mali grew rich, and traders felt safe, because Mansa Musa protected the routes."

I CAN I can show how rearranging ideas improves coherence.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with the ideas in a logical order. Show the before and the after."

"Read this with me: Before: 'Mali grew rich, and traders felt safe, because Mansa Musa protected the routes.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Because Mansa Musa protected the routes, traders felt safe and Mali grew rich." The cause now comes first.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches, Sample: "Because Mansa Musa protected the routes, traders felt safe and Mali grew rich."
The cause now comes first.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence.
Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Put the ideas in a logical order yourself, no word bank.

"Timbuktu became famous, and scholars came, because it had many books."

I CAN I can rearrange ideas myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Timbuktu became famous, and scholars came, because it had many books.' Put the ideas in a logical order yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Because it had many books, scholars came and Timbuktu became famous." The cause leads the sentence.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Because it had many books, scholars came and Timbuktu became famous." The cause leads the sentence.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your new order, then rearrange the ideas in a sentence of your own.

Explain how the new order made the ideas clearer. Then rearrange ideas in your own writing.

I CAN I can evaluate my order of ideas and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how the new order made the ideas clearer. Then rearrange ideas in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the cause first lets the reader follow how one idea led to the next, which makes the writing coherent. Then students rearrange the ideas in their own sentence.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Putting the cause first lets the reader follow how one idea led to the next, which makes the writing coherent. Then students rearrange the ideas in their own sentence.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by rearranging ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	Before: "Cities grew busy, and people traded, because the routes were safe." → After: "Because the routes were safe, people traded and cities grew busy." <i>Putting the cause first lets the ideas build in a logical order.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage whose ideas feel out of order. Rearrange them so the cause comes before the result. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 19 of 36, and complete the (11)(C)(vi) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Because the routes were safe, people traded and cities grew busy." Putting the cause first lets the ideas build in a logical order.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE Monday

The result (Mali grew rich, traders felt safe) comes before the cause (Mansa Musa protected the routes), so the ideas are out of order.



CHOOSE Tuesday

Putting the cause first, "Because Mansa Musa protected the routes," lets the ideas build in a logical order.



SHOW Wednesday

Sample: "Because Mansa Musa protected the routes, traders felt safe and Mali grew rich." The cause now comes first.



OWN Thursday

Sample: "Because it had many books, scholars came and Timbuktu became famous." The cause leads the sentence.



DEFEND Friday

Putting the cause first lets the reader follow how one idea led to the next, which makes the writing coherent. Then students rearrange the ideas in their own sentence.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The result (Mali grew rich, traders felt safe) comes before the cause (Mansa Musa protected the routes), so the ideas are out of order. Emergent, Putting the cause first, "Because Mansa Musa protected the routes," lets the ideas build in a logical order. Visible, Sample: "Because Mansa Musa protected the routes, traders felt safe and Mali grew rich." The cause now comes first. Independent, Sample: "Because it had many books, scholars came and Timbuktu became famous." The cause leads the sentence. Reflective, Putting the cause first lets the reader follow how one idea led to the next, which makes the writing coherent. Then students rearrange the ideas in their own sentence.

ANSWER KEY: The result (Mali grew rich, traders felt safe) comes before the cause (Mansa Musa protected the routes), so the ideas are out of order. · Putting the cause first, "Because Mansa Musa protected the routes," lets the ideas build in a logical order. · Sample: "Because Mansa Musa protected the routes, traders felt safe and Mali grew rich." The cause now comes first. · Sample: "Because it had many books, scholars came and Timbuktu became famous." The cause leads the sentence. · Putting the cause first lets the reader follow how one idea led to the next, which makes the writing coherent. Then students rearrange the ideas in their own sentence.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Mali grew rich, and traders felt safe, because Mansa Musa protected the routes.

What is the BEST way to rearrange the ideas in sentence 1 for coherence?

- A** Mali grew rich, and traders felt safe, because Mansa Musa protected the routes.
- B** Because Mansa Musa protected the routes, traders felt safe and Mali grew rich.
- C** Rich Mali, safe traders, routes protected Mansa Musa.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Mali grew rich, and traders felt safe, because Mansa Musa protected the routes. Now, what is the BEST way to rearrange the ideas in sentence 1 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Because Mansa Musa protected the routes, traders felt safe and Mali grew rich.

WHY THIS IS CORRECT

Choice B puts the cause (Mansa Musa protecting the routes) before the results (traders felt safe, Mali grew rich), so the ideas follow a logical order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the result before the cause. C scrambles the words into a confusing order. D is wrong because the ideas read more clearly with the cause first.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Because Mansa Musa protected the routes, traders felt safe and Mali grew rich. Choice B puts the cause (Mansa Musa protecting the routes) before the results (traders felt safe, Mali grew rich), so the ideas follow a logical order.”

▶ *Walk through why the other choices are weaker revisions.*

“A leaves the result before the cause. C scrambles the words into a confusing order. D is wrong because the ideas read more clearly with the cause first.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Because Mansa Musa protected the routes, traders felt safe and Mali grew rich.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I put my sentences in an order that makes sense, like the main idea before the details.

A logical order helps my reader follow my writing.

KEY IDEA

REVISING TOOL: Order the sentences.

Move sentences so the main idea comes first, then the details that support it.

WHERE IT APPEARS: “Four Regions, One Big Adventure”, “Corn and cattle grow there. The Great Plains has wide, flat land.”

This deck teaches **Rearrange Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Rearrange Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our revising focus is rearrange ideas for coherence, the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: rearrange ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Rearrange Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 20 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which sentences are out of order?

Read the sentences. Find two whose order makes the detail come before the main idea.

"Corn and cattle grow there. The Great Plains has wide, flat land."

I CAN I recognize sentences that are out of order.

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Grade 4 • Cluster 4 • Module 4 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which sentences are out of order? Read the sentences. Find two whose order makes the detail come before the main idea."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Corn and cattle grow there. The Great Plains has wide, flat land.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The detail (corn and cattle grow there) comes before the main idea (the Great Plains has wide, flat land), so the order is unclear.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The detail (corn and cattle grow there) comes before the main idea (the Great Plains has wide, flat land), so the order is unclear.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "rearrange ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when rearrange ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the clearer order.

With support, choose the order that puts the main idea first.

First: ("The Great Plains has wide, flat land." / "Corn and cattle grow there.")

I CAN I can choose the clearer order of sentences, with support.

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Grade 4 • Cluster 4 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the order that puts the main idea first."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: First: ('The Great Plains has wide, flat land.' / 'Corn and cattle grow there.')"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: Put "The Great Plains has wide, flat land" first, because it is the main idea that the detail supports.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Put "The Great Plains has wide, flat land" first, because it is the main idea that the detail supports.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences with the main idea first. Show the before and the after.

Before: "Corn and cattle grow there. The Great Plains has wide, flat land."

I CAN I can show how ordering sentences improves coherence.

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Grade 4 • Cluster 4 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences with the main idea first. Show the before and the after."

"Read this with me: Before: 'Corn and cattle grow there. The Great Plains has wide, flat land.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "The Great Plains has wide, flat land. Corn and cattle grow there." The main idea now comes first.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Great Plains has wide, flat land. Corn and cattle grow there." The main idea now comes first.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Put these sentences in a logical order yourself, no word bank.

"Ships come to its ports. The Coastal Plains sits along the Gulf of Mexico."

I CAN I can order sentences myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Ships come to its ports. The Coastal Plains sits along the Gulf of Mexico.' Put these sentences in a logical order yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "The Coastal Plains sits along the Gulf of Mexico. Ships come to its ports." The main idea leads.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Coastal Plains sits along the Gulf of Mexico. Ships come to its ports." The main idea leads.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your order, then reorder two sentences of your own.

Explain why the main idea should come first. Then reorder two sentences in your own writing.

I CAN I can evaluate my sentence order and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

🕒 ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the main idea should come first. Then reorder two sentences in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the main idea first gives the reader the big picture before the details, which makes the writing coherent. Then students reorder two of their own sentences.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Putting the main idea first gives the reader the big picture before the details, which makes the writing coherent. Then students reorder two of their own sentences.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by rearranging ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	Before: "Cacti grow there. West Texas is a dry desert region." → After: "West Texas is a dry desert region. Cacti grow there." <i>Putting the main idea first lets the detail follow in a logical order.</i>
MY OWN EXAMPLE: <i>Find two sentences in the passage list whose order could be clearer. Put the main idea first. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 20 of 36, and complete the (11)(C)(vi) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in
the Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "West Texas is a dry desert region. Cacti grow there." Putting the main idea first lets the detail follow in a logical order.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

**NOTICE**
Monday

The detail (corn and cattle grow there) comes before the main idea (the Great Plains has wide, flat land), so the order is unclear.

**CHOOSE**
Tuesday

Put "The Great Plains has wide, flat land" first, because it is the main idea that the detail supports.

**SHOW**
Wednesday

Sample: "The Great Plains has wide, flat land. Corn and cattle grow there." The main idea now comes first.

**OWN**
Thursday

Sample: "The Coastal Plains sits along the Gulf of Mexico. Ships come to its ports." The main idea leads.

**DEFEND**
Friday

Putting the main idea first gives the reader the big picture before the details, which makes the writing coherent. Then students reorder two of their own sentences.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The detail (corn and cattle grow there) comes before the main idea (the Great Plains has wide, flat land), so the order is unclear. Emergent, Put "The Great Plains has wide, flat land" first, because it is the main idea that the detail supports. Visible, Sample: "The Great Plains has wide, flat land. Corn and cattle grow there." The main idea now comes first. Independent, Sample: "The Coastal Plains sits along the Gulf of Mexico. Ships come to its ports." The main idea leads. Reflective, Putting the main idea first gives the reader the big picture before the details, which makes the writing coherent. Then students reorder two of their own sentences.

ANSWER KEY: The detail (corn and cattle grow there) comes before the main idea (the Great Plains has wide, flat land), so the order is unclear. · Put "The Great Plains has wide, flat land" first, because it is the main idea that the detail supports. · Sample: "The Great Plains has wide, flat land. Corn and cattle grow there." The main idea now comes first. · Sample: "The Coastal Plains sits along the Gulf of Mexico. Ships come to its ports." The main idea leads. · Putting the main idea first gives the reader the big picture before the details, which makes the writing coherent. Then students reorder two of their own sentences.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Corn and cattle grow there. (2) The Great Plains has wide, flat land.

What is the BEST way to reorder these sentences for coherence?

- A** Corn and cattle grow there. The Great Plains has wide, flat land.
- B** The Great Plains has wide, flat land. Corn and cattle grow there.
- C** Grow corn there cattle. Flat land Great Plains.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Corn and cattle grow there. (2) The Great Plains has wide, flat land. Now, what is the BEST way to reorder these sentences for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B The Great Plains has wide, flat land. Corn and cattle grow there.

WHY THIS IS CORRECT

Choice B puts the main idea (the Great Plains has wide, flat land) first, then the detail (corn and cattle grow there), so the ideas follow a logical order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the detail before the main idea. C scrambles the words. D is wrong because the paragraph reads more clearly with the main idea first.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, The Great Plains has wide, flat land. Corn and cattle grow there. Choice B puts the main idea (the Great Plains has wide, flat land) first, then the detail (corn and cattle grow there), so the ideas follow a logical order.”

▶ *Walk through why the other choices are weaker revisions.*

“A leaves the detail before the main idea. C scrambles the words. D is wrong because the paragraph reads more clearly with the main idea first.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, The Great Plains has wide, flat land. Corn and cattle grow there.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I fix a run-on by splitting it into two sentences or adding a connecting word.

Fixing run-ons makes each sentence complete and clear.

KEY IDEA

REVISING TOOL: Fix a run-on.

Split a run-on into two sentences, or add a connecting word, so each sentence is complete and clear.

WHERE IT APPEARS: “Looking Back to Move Forward”, “Artists studied the human body they wanted their work to look real.”

This deck teaches **Improve Sentence Structure by Fixing Run-ons** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Fixing Run-ons

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure by fixing run-ons, the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve sentence structure by fixing run-ons, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Sentence Structure by Fixing Run-ons slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons • Sheet 21 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence is a run-on?

Read the sentence. Find a run-on where two complete thoughts run together with no connecting word.

"Artists studied the human body they wanted their work to look real."

I CAN I recognize a run-on sentence.

The Writing Academy®, LLC



Grade 4 • Cluster 5 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which sentence is a run-on?
Read the sentence. Find a run-on where two complete thoughts
run together with no connecting word."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

**"Read this with me: 'Artists studied the human body they wanted
their work to look real.'"**

▶ *Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.*

ANSWER KEY: The sentence runs two complete thoughts together with no
connecting word or period.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons • Sheet 21 of
36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, The sentence runs two
complete thoughts together with no connecting word or period.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"improve sentence structure by fixing run-ons" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when improve sentence structure by fixing run-ons is strong, it
is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the fix.

With support, choose the way that fixes the run-on.

"Artists studied the human body, (so they could make their work look real / they work real)"

I CAN I can choose a way to fix a run-on, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the way that fixes the run-on."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Artists studied the human body, (so they could make their work look real / they work real)'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "so they could make their work look real" adds a connecting word that fixes the run-on.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "so they could make their work look real" adds a connecting word that fixes the run-on.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the run-on as two clear sentences, or add a connecting word. Show the before and the after.

Before: "Artists studied the human body they wanted their work to look real."

I CAN I can show how fixing a run-on improves a sentence.

The Writing Academy®, LLC



Grade 4 • Cluster 5 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the run-on as two clear sentences, or add a connecting word. Show the before and the after."

"Read this with me: Before: 'Artists studied the human body they wanted their work to look real.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Artists studied the human body. They wanted their work to look real." The run-on becomes two clear sentences.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Artists studied the human body. They wanted their work to look real." The run-on becomes two clear sentences.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Fix this run-on yourself, no word bank.

"The Renaissance was a time of change people studied new ideas."

I CAN I can fix a run-on myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The Renaissance was a time of change people studied new ideas.' Fix this run-on yourself, no word bank."

▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.*

ANSWER KEY: Sample: "The Renaissance was a time of change, and people studied new ideas." A connecting word fixes the run-on.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Renaissance was a time of change, and people studied new ideas." A connecting word fixes the run-on.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your fix, then fix a run-on in a piece of your own.

Explain how your fix made the sentences complete and clear. Then fix a run-on in your own writing.

I CAN I can evaluate my fix and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your fix made the sentences complete and clear. Then fix a run-on in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Splitting the run-on or adding a connecting word makes each thought a complete, clear sentence. Then students fix a run-on in their own writing.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Splitting the run-on or adding a connecting word makes each thought a complete, clear sentence. Then students fix a run-on in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure by fixing run-ons** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by fixing run-ons	Before: "People studied old ideas they began to think in new ways." → After: "People studied old ideas, and they began to think in new ways." <i>A run-on becomes clear by adding a connecting word between the two complete thoughts.</i>
MY OWN EXAMPLE: <i>Find a run-on in your draft. Fix it by splitting it or adding a connecting word. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 21 of 36, and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "People studied old ideas, and they began to think in new ways." A run-on becomes clear by adding a connecting word between the two complete thoughts.

(11)(C)(i) · Improve Sentence Structure by Fixing Run-ons · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The sentence runs two complete thoughts together with no connecting word or period.



CHOOSE
Tuesday

“so they could make their work look real” adds a connecting word that fixes the run-on.



SHOW
Wednesday

Sample: “Artists studied the human body. They wanted their work to look real.” The run-on becomes two clear sentences.



OWN
Thursday

Sample: “The Renaissance was a time of change, and people studied new ideas.” A connecting word fixes the run-on.



DEFEND
Friday

Splitting the run-on or adding a connecting word makes each thought a complete, clear sentence. Then students fix a run-on in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The sentence runs two complete thoughts together with no connecting word or period. Emergent, “so they could make their work look real” adds a connecting word that fixes the run-on. Visible, Sample: “Artists studied the human body. They wanted their work to look real.” The run-on becomes two clear sentences. Independent, Sample: “The Renaissance was a time of change, and people studied new ideas.” A connecting word fixes the run-on. Reflective, Splitting the run-on or adding a connecting word makes each thought a complete, clear sentence. Then students fix a run-on in their own writing.

ANSWER KEY: The sentence runs two complete thoughts together with no connecting word or period. · “so they could make their work look real” adds a connecting word that fixes the run-on. · Sample: “Artists studied the human body. They wanted their work to look real.” The run-on becomes two clear sentences. · Sample: “The Renaissance was a time of change, and people studied new ideas.” A connecting word fixes the run-on. · Splitting the run-on or adding a connecting word makes each thought a complete, clear sentence. Then students fix a run-on in their own writing.

(11)(C)(i) · Improve Sentence Structure by Fixing Run-ons · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The Renaissance was a time of change people studied new ideas.

What is the BEST way to fix the run-on in sentence 1?

- A The Renaissance was a time of change people studied new ideas.
- B The Renaissance was a time of change, and people studied new ideas.
- C The Renaissance. Change. People ideas.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The Renaissance was a time of change people studied new ideas. Now, what is the BEST way to fix the run-on in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(i) · Improve Sentence Structure by Fixing Run-ons · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B The Renaissance was a time of change, and people studied new ideas.

WHY THIS IS CORRECT

Choice B adds the connecting word “and” between the two complete thoughts, so the run-on becomes one clear, complete sentence.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the run-on. C breaks the sentence into fragments. D is wrong because the two thoughts run together with no connecting word.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, The Renaissance was a time of change, and people studied new ideas. Choice B adds the connecting word “and” between the two complete thoughts, so the run-on becomes one clear, complete sentence.”

▶ Walk through why the other choices are weaker revisions.

“A leaves the run-on. C breaks the sentence into fragments. D is wrong because the two thoughts run together with no connecting word.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, The Renaissance was a time of change, and people studied new ideas.

(11)(C)(i) • Improve Sentence Structure by Fixing Run-ons · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a plain word with a stronger, more exact one.
Exact words help my reader feel what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a plain or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “Voices That Shaped Texas”, “Her songs were good and people liked them.”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 22 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a plain word that could be more exact.

"Her songs were good and people liked them."

I CAN I recognize a word that could be stronger.

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Grade 4 • Cluster 5 • Module 2 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?
Read the sentence. Find a plain word that could be more exact."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

**"Read this with me: 'Her songs were good and people liked
them.'"**

▶ *Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.*

ANSWER KEY: "good" and "liked" are plain words that could be replaced with more
exact ones like honest, heartfelt, or treasured.

(11)(C)(ii) • Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "good" and "liked" are plain
words that could be replaced with more exact ones like honest,
heartfelt, or treasured.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when improve word choice is strong, it is one of the things
writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"Her songs were (honest and heartfelt / good) and people loved them."

I CAN I can choose a stronger word, with support.

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Grade 4 • Cluster 5 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Her songs were (honest and heartfelt / good) and people loved them.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "honest and heartfelt" tells exactly what her songs were like.

(11)(C)(ii) • Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "honest and heartfelt" tells exactly what her songs were like.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a stronger word. Show the before and the after.

Before: "Her songs were good and people liked them."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Cluster 5 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a stronger word. Show the before and the after."

"Read this with me: Before: 'Her songs were good and people liked them.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Her songs were honest and heartfelt, and people treasured them." The exact words show the feeling.

(11)(C)(ii) • Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Her songs were honest and heartfelt, and people treasured them." The exact words show the feeling.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The music was nice for the people."

I CAN I can improve word choice myself.

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Grade 4 • Cluster 5 • Module 2 • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The music was nice for the people.' Improve the word choice in this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "The music brought comfort and pride to the people." The words are more exact than "nice."

(11)(C)(ii) • Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The music brought comfort and pride to the people." The words are more exact than "nice."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your stronger word made the sentence clearer. Then revise a word in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Exact words like "honest and heartfelt" tell the reader precisely what the music was like, which makes the sentence stronger. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Exact words like "honest and heartfelt" tell the reader precisely what the music was like, which makes the sentence stronger. Then students revise a word in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "People felt good about the songs." → After: "People felt proud of their language and culture." <i>A plain word (good) becomes an exact word (proud) that shows the reader the feeling.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Replace a plain word with a stronger, more exact one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 22 of 36, and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "People felt proud of their language and culture." A plain word (good) becomes an exact word (proud) that shows the reader the feeling.

(11)(C)(ii) · Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE Monday

“good” and “liked” are plain words that could be replaced with more exact ones like honest, heartfelt, or treasured.



CHOOSE Tuesday

“honest and heartfelt” tells exactly what her songs were like.



SHOW Wednesday

Sample: “Her songs were honest and heartfelt, and people treasured them.” The exact words show the feeling.



OWN Thursday

Sample: “The music brought comfort and pride to the people.” The words are more exact than “nice.”



DEFEND Friday

Exact words like “honest and heartfelt” tell the reader precisely what the music was like, which makes the sentence stronger. Then students revise a word in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational, “good” and “liked” are plain words that could be replaced with more exact ones like honest, heartfelt, or treasured. Emergent, “honest and heartfelt” tells exactly what her songs were like. Visible, Sample: “Her songs were honest and heartfelt, and people treasured them.” The exact words show the feeling. Independent, Sample: “The music brought comfort and pride to the people.” The words are more exact than “nice.” Reflective, Exact words like “honest and heartfelt” tell the reader precisely what the music was like, which makes the sentence stronger. Then students revise a word in their own writing.

ANSWER KEY: “good” and “liked” are plain words that could be replaced with more exact ones like honest, heartfelt, or treasured. · “honest and heartfelt” tells exactly what her songs were like. · Sample: “Her songs were honest and heartfelt, and people treasured them.” The exact words show the feeling. · Sample: “The music brought comfort and pride to the people.” The words are more exact than “nice.” · Exact words like “honest and heartfelt” tell the reader precisely what the music was like, which makes the sentence stronger. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Her songs were good and people liked them.

What is the BEST way to improve the word choice in sentence 1?

- A Her songs were good and people liked them.
- B Her songs were honest and heartfelt, and people treasured them.
- C Her songs were nice and people were into them.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Her songs were good and people liked them. Now, what is the BEST way to improve the word choice in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(ii) · Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Her songs were honest and heartfelt, and people treasured them.

WHY THIS IS CORRECT

Choice B replaces the plain words “good” and “liked” with the exact words “honest and heartfelt” and “treasured,” so the reader feels what the music meant.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the plain words. C uses vague, casual words. D is wrong because plain words can be made more exact.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Her songs were honest and heartfelt, and people treasured them. Choice B replaces the plain words “good” and “liked” with the exact words “honest and heartfelt” and “treasured,” so the reader feels what the music meant.”

▶ *Walk through why the other choices are weaker revisions.*

“A keeps the plain words. C uses vague, casual words. D is wrong because plain words can be made more exact.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Her songs were honest and heartfelt, and people treasured them.

(11)(C)(ii) · Improve Word Choice · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a linking word or idea so my sentences connect and make sense together.

A linking idea helps my writing flow from one thought to the next.

KEY IDEA

REVISING TOOL: Add a linking idea.

Add a word or phrase, for example likewise, in addition, or as a result, that connects one idea to the next.

WHERE IT APPEARS: “Looking Back to Move Forward”, “Art changed during the Renaissance. Government ideas changed too.”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: add ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where do the ideas need a connection?

Read the sentences. Find a place where a linking idea would help them connect.

"Art changed during the Renaissance. Government ideas changed too."

I CAN I recognize where sentences need a linking idea.

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Grade 4 • Cluster 5 • Module 3 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Where do the ideas need a connection? Read the sentences. Find a place where a linking idea would help them connect."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Art changed during the Renaissance. Government ideas changed too.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The two sentences show similar changes (art and government), so a linking idea can connect them.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two sentences show similar changes (art and government), so a linking idea can connect them.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the linking idea.

With support, choose the linking word that best connects the ideas.

"Art changed during the Renaissance. (Likewise, / Then also) government ideas changed."

I CAN I can choose a linking idea, with support.

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Grade 4 • Cluster 5 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the linking word that best connects the ideas."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Art changed during the Renaissance. (Likewise, / Then also) government ideas changed.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "Likewise," signals that the second change is similar to the first, so it connects them clearly.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Likewise," signals that the second change is similar to the first, so it connects them clearly.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences, adding a linking idea. Show the before and the after.

Before: "Art changed during the Renaissance. Government ideas changed too."

I CAN I can show how a linking idea improves coherence.

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Grade 4 • Cluster 5 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences, adding a linking idea. Show the before and the after."

"Read this with me: Before: 'Art changed during the Renaissance. Government ideas changed too.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Art changed during the Renaissance. Likewise, government ideas changed." The word "Likewise" links the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Art changed during the Renaissance. Likewise, government ideas changed." The word "Likewise" links the ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Add a linking idea to connect these sentences yourself, no word bank.

"Painters showed real people. Thinkers studied old ideas."

I CAN I can add a linking idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Painters showed real people. Thinkers studied old ideas.' Add a linking idea to connect these sentences yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Painters showed real people. In the same way, thinkers studied old ideas." The linking phrase connects the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Painters showed real people. In the same way, thinkers studied old ideas." The linking phrase connects the ideas.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your linking idea, then connect two sentences of your own.

Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing.

I CAN I can evaluate my linking idea and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The linking word "Likewise" shows the second change is like the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The linking word "Likewise" shows the second change is like the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by adding ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Before: "Artists looked to the past. New thinkers did as well." → After: "Artists looked to the past. In addition , new thinkers did as well." <i>A linking phrase (In addition) connects the two ideas so the writing holds together.</i>
MY OWN EXAMPLE: <i>Choose two sentences from the passage. Add a linking word or idea that connects them. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 23 of 36, and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Artists looked to the past. In addition, new thinkers did as well." A linking phrase (In addition) connects the two ideas so the writing holds together.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE Monday

The two sentences show similar changes (art and government), so a linking idea can connect them.



CHOOSE Tuesday

“Likewise,” signals that the second change is similar to the first, so it connects them clearly.



SHOW Wednesday

Sample: “Art changed during the Renaissance. Likewise, government ideas changed.” The word “Likewise” links the ideas.



OWN Thursday

Sample: “Painters showed real people. In the same way, thinkers studied old ideas.” The linking phrase connects the ideas.



DEFEND Friday

The linking word “Likewise” shows the second change is like the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The two sentences show similar changes (art and government), so a linking idea can connect them. Emergent, “Likewise,” signals that the second change is similar to the first, so it connects them clearly. Visible, Sample: “Art changed during the Renaissance. Likewise, government ideas changed.” The word “Likewise” links the ideas. Independent, Sample: “Painters showed real people. In the same way, thinkers studied old ideas.” The linking phrase connects the ideas. Reflective, The linking word “Likewise” shows the second change is like the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

ANSWER KEY: The two sentences show similar changes (art and government), so a linking idea can connect them. · “Likewise,” signals that the second change is similar to the first, so it connects them clearly. · Sample: “Art changed during the Renaissance. Likewise, government ideas changed.” The word “Likewise” links the ideas. · Sample: “Painters showed real people. In the same way, thinkers studied old ideas.” The linking phrase connects the ideas. · The linking word “Likewise” shows the second change is like the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Art changed during the Renaissance. (2) Government ideas changed too.

Which linking idea BEST connects sentences 1 and 2 for coherence?

- A Art changed during the Renaissance government ideas changed too.
- B Art changed during the Renaissance. Likewise, government ideas changed.
- C Art changed. Changed. Government changed.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Art changed during the Renaissance. (2) Government ideas changed too. Now, which linking idea BEST connects sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Art changed during the Renaissance. Likewise, government ideas changed.

WHY THIS IS CORRECT

Choice B adds the linking word “Likewise,” which shows the two changes were similar, so the sentences connect and stay coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no linking word. C breaks into fragments and repeats. D is wrong because a linking idea makes the two sentences connect more clearly.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Art changed during the Renaissance. Likewise, government ideas changed. Choice B adds the linking word “Likewise,” which shows the two changes were similar, so the sentences connect and stay coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no linking word. C breaks into fragments and repeats. D is wrong because a linking idea makes the two sentences connect more clearly.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Art changed during the Renaissance. Likewise, government ideas changed.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a detail, name, or example that makes my meaning clear.
A clarifying idea answers a question the reader might have, so no one is confused.

KEY IDEA

REVISING TOOL: Add a clarifying detail.

Add a name, detail, or example that makes a vague sentence clear.

WHERE IT APPEARS: “Voices That Shaped Texas”, “She sang songs that people loved.”

This deck teaches **Add Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Clarity

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is add ideas for clarity, the standard says: ‘revise drafts by adding ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: add ideas for clarity, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Add Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 24 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Which sentence is unclear?

Read the sentence. Find one that is vague and leaves the reader with a question.

"She sang songs that people loved."

I CAN I recognize a sentence that needs a clarifying detail.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which sentence is unclear?
Read the sentence. Find one that is vague and leaves the reader
with a question."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'She sang songs that people loved.'"

▶ *Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.*

ANSWER KEY: "She sang songs that people loved" is vague, because the reader
does not know who "she" is or what kind of songs.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "She sang songs that
people loved" is vague, because the reader does not know who
"she" is or what kind of songs.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"add ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when add ideas for clarity is strong, it is one of the things writers
always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Choose the clarifying detail.

With support, choose the detail that makes the sentence clear.

"(Lydia Mendoza sang songs in Spanish that people loved / She songs loved them)"

I CAN I can choose a clarifying detail, with support.

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Grade 4 • Cluster 5 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the detail that makes the sentence clear."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: '(Lydia Mendoza sang songs in Spanish that people loved / She songs loved them)'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "Lydia Mendoza sang songs in Spanish that people loved" names the singer and the songs, so it is clear.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Lydia Mendoza sang songs in Spanish that people loved" names the singer and the songs, so it is clear.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Show your revision (Before, After).

Rewrite the sentence, adding a clarifying detail. Show the before and the after.

Before: "She sang songs that people loved."

I CAN I can show how a clarifying detail makes a sentence clear.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, adding a clarifying detail. Show the before and the after."

"Read this with me: Before: 'She sang songs that people loved.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Lydia Mendoza sang songs in Spanish that people loved." The name and detail make the sentence clear.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Lydia Mendoza sang songs in Spanish that people loved." The name and detail make the sentence clear.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Revise on your own.

Add a clarifying detail to this sentence yourself, no word bank.

"It helped people feel proud."

I CAN I can add a clarifying detail myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'It helped people feel proud.' Add a clarifying detail to this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Her honest songs helped Mexican American families feel proud." The detail answers who and why.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Her honest songs helped Mexican American families feel proud." The detail answers who and why.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Evaluate and transfer.

Defend your detail, then add a clarifying detail to a sentence of your own.

Explain how your detail cleared up a question the reader might have. Then add a clarifying detail to your own writing.

I CAN I can evaluate my clarifying detail and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your detail cleared up a question the reader might have. Then add a clarifying detail to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by adding ideas for clarity** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vii) revise drafts by adding ideas for clarity	Before: "It reached many people." → After: " Her music on the radio reached many people across Texas." <i>Adding a name and detail answers the reader's question about what "it" means.</i>
MY OWN EXAMPLE: <i>Choose one vague sentence from the passage. Add a name, detail, or example that makes it clear. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 24 of 36, and complete the (11)(C)(vii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "Her music on the radio reached many people across Texas." Adding a name and detail answers the reader's question about what "it" means.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"She sang songs that people loved" is vague, because the reader does not know who "she" is or what kind of songs.



CHOOSE
Tuesday

"Lydia Mendoza sang songs in Spanish that people loved" names the singer and the songs, so it is clear.



SHOW
Wednesday

Sample: "Lydia Mendoza sang songs in Spanish that people loved." The name and detail make the sentence clear.



OWN
Thursday

Sample: "Her honest songs helped Mexican American families feel proud." The detail answers who and why.



DEFEND
Friday

Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "She sang songs that people loved" is vague, because the reader does not know who "she" is or what kind of songs. Emergent, "Lydia Mendoza sang songs in Spanish that people loved" names the singer and the songs, so it is clear. Visible, Sample: "Lydia Mendoza sang songs in Spanish that people loved." The name and detail make the sentence clear. Independent, Sample: "Her honest songs helped Mexican American families feel proud." The detail answers who and why. Reflective, Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

ANSWER KEY: "She sang songs that people loved" is vague, because the reader does not know who "she" is or what kind of songs. · "Lydia Mendoza sang songs in Spanish that people loved" names the singer and the songs, so it is clear. · Sample: "Lydia Mendoza sang songs in Spanish that people loved." The name and detail make the sentence clear. · Sample: "Her honest songs helped Mexican American families feel proud." The detail answers who and why. · Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) She sang songs that people loved.

What is the **BEST** way to add a detail that makes sentence 1 clear?

- A** She sang songs that people loved.
- B** Lydia Mendoza sang songs in Spanish that many Texas families loved.
- C** She sang some songs and stuff people loved.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: She sang songs that people loved. Now, what is the BEST way to add a detail that makes sentence 1 clear?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Lydia Mendoza sang songs in Spanish that many Texas families loved.

WHY THIS IS CORRECT

Choice B adds the singer's name and the detail "in Spanish," so the reader knows exactly who she is and what she sang.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A stays vague. C adds the vague word "stuff." D is wrong because a vague sentence can be made clear with a specific detail.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, Lydia Mendoza sang songs in Spanish that many Texas families loved. Choice B adds the singer's name and the detail 'in Spanish,' so the reader knows exactly who she is and what she sang."

▶ *Walk through why the other choices are weaker revisions.*

"A stays vague. C adds the vague word 'stuff.' D is wrong because a vague sentence can be made clear with a specific detail."

"Remember this all week: readers stay with writing when it reads clearly and smoothly."

ANSWER KEY: B, Lydia Mendoza sang songs in Spanish that many Texas families loved.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise, I delete an extra or wordy phrase that makes a sentence confusing. Taking out unneeded words makes my meaning clear.

KEY IDEA

REVISING TOOL: Delete extra words.

Cross out a wordy or repeated phrase that clouds the meaning, so the sentence is clear.

WHERE IT APPEARS: “A Day That Changed”, “The weather, which is a thing that happens, can change quickly.”

This deck teaches **Delete Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Delete Ideas for Clarity

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is delete ideas for clarity, the standard says: ‘revise drafts by deleting ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: delete ideas for clarity, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Delete Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 25 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Which words make the sentence unclear?

Read the sentence. Find extra or wordy words that make it confusing.

"The weather, which is a thing that happens, can change quickly."

I CAN I recognize extra words that make a sentence unclear.

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Grade 4 • Cluster 6 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which words make the sentence unclear? Read the sentence. Find extra or wordy words that make it confusing."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'The weather, which is a thing that happens, can change quickly.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: "which is a thing that happens" is extra and wordy, and it makes the sentence confusing.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "which is a thing that happens" is extra and wordy, and it makes the sentence confusing.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "delete ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when delete ideas for clarity is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Choose the words to delete.

With support, choose the wordy phrase that should be deleted for clarity.

Delete: ("which is a thing that happens" / "can change quickly")

I CAN I can choose extra words to delete, with support.

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Grade 4 • Cluster 6 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the wordy phrase that should be deleted for clarity."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: Delete: ('which is a thing that happens' / 'can change quickly')"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: Delete "which is a thing that happens." It adds no meaning and clouds the sentence.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Delete "which is a thing that happens." It adds no meaning and clouds the sentence.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Show your revision (Before, After).

Rewrite the sentence with the extra words removed. Show the before and the after.

Before: "The weather, which is a thing that happens, can change quickly."

I CAN I can show how deleting extra words makes a sentence clear.

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Grade 4 • Cluster 6 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with the extra words removed. Show the before and the after."

"Read this with me: Before: 'The weather, which is a thing that happens, can change quickly.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "The weather can change quickly." The extra words are gone and the meaning is clear.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The weather can change quickly." The extra words are gone and the meaning is clear.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Revise on your own.

Delete the extra words from this sentence yourself, no word bank.

"Climate, in terms of what it is, is the usual weather pattern."

I CAN I can delete extra words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Climate, in terms of what it is, is the usual weather pattern.' Delete the extra words from this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Climate is the usual weather pattern." The wordy phrase is deleted.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Climate is the usual weather pattern." The wordy phrase is deleted.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Evaluate and transfer.

Defend your deletion, then delete extra words from a sentence of your own.

Explain how removing the extra words made the sentence clear. Then delete extra words in your own writing.

I CAN I can evaluate my deletion and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how removing the extra words made the sentence clear. Then delete extra words in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by deleting ideas for clarity** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(viii) revise drafts by deleting ideas for clarity	Before: "The rain, which fell down from the sky, moved everyone inside." → After: "The rain moved everyone inside." <i>The wordy phrase (which fell down from the sky) is deleted so the sentence is clear.</i>
MY OWN EXAMPLE: <i>Find a sentence in your draft with extra or wordy words. Delete them for clarity. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 25 of 36, and complete the (11)(C)(viii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "The rain moved everyone inside." The wordy phrase (which fell down from the sky) is deleted so the sentence is clear.

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“which is a thing that happens” is extra and wordy, and it makes the sentence confusing.



CHOOSE
Tuesday

Delete “which is a thing that happens.” It adds no meaning and clouds the sentence.



SHOW
Wednesday

Sample: “The weather can change quickly.” The extra words are gone and the meaning is clear.



OWN
Thursday

Sample: “Climate is the usual weather pattern.” The wordy phrase is deleted.



DEFEND
Friday

Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, “which is a thing that happens” is extra and wordy, and it makes the sentence confusing. Emergent, Delete “which is a thing that happens.” It adds no meaning and clouds the sentence. Visible, Sample: “The weather can change quickly.” The extra words are gone and the meaning is clear. Independent, Sample: “Climate is the usual weather pattern.” The wordy phrase is deleted. Reflective, Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

ANSWER KEY: “which is a thing that happens” is extra and wordy, and it makes the sentence confusing. · Delete “which is a thing that happens.” It adds no meaning and clouds the sentence. · Sample: “The weather can change quickly.” The extra words are gone and the meaning is clear. · Sample: “Climate is the usual weather pattern.” The wordy phrase is deleted. · Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The weather, which is a thing that happens, can change quickly.

Which words should be DELETED to make sentence 1 clear?

- A can change quickly
- B which is a thing that happens
- C The weather
- D No words should be deleted.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The weather, which is a thing that happens, can change quickly. Now, which words should be DELETED to make sentence 1 clear?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B which is a thing that happens

WHY THIS IS CORRECT

The phrase “which is a thing that happens” is wordy and adds no meaning, so deleting it makes the sentence clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

“can change quickly” carries the key meaning. “The weather” is the subject. Keeping the wordy phrase would leave the sentence confusing.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, which is a thing that happens. The phrase “which is a thing that happens” is wordy and adds no meaning, so deleting it makes the sentence clear.”

▶ *Walk through why the other choices are weaker revisions.*

““can change quickly” carries the key meaning. “The weather” is the subject. Keeping the wordy phrase would leave the sentence confusing.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, which is a thing that happens

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a plain word with a stronger, more exact one.
Exact words help my reader picture the place I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a plain or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “Understanding the Texas Regions”, “Texas is a big state with different areas.”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 26 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a plain word that could be more exact.

"Texas is a big state with different areas."

I CAN I recognize a word that could be stronger.

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Grade 4 • Cluster 6 • Module 2 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?
Read the sentence. Find a plain word that could be more exact."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Texas is a big state with different areas.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.*

ANSWER KEY: "big" and "different areas" are plain, so they could be replaced with more exact words like vast and distinct regions.

(11)(C)(ii) • Improve Word Choice • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "big" and "different areas" are plain, so they could be replaced with more exact words like vast and distinct regions.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"Texas is a (vast / big) state with distinct regions."

I CAN I can choose a stronger word, with support.

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Grade 4 • Cluster 6 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Texas is a (vast / big) state with distinct regions.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "vast" is a stronger, more exact word than "big."

(11)(C)(ii) • Improve Word Choice • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "vast" is a stronger, more exact word than "big."

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a stronger word. Show the before and the after.

Before: "Texas is a big state with different areas."

I CAN I can show how a stronger word improves a sentence.

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Grade 4 • Cluster 6 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a stronger word. Show the before and the after."

"Read this with me: Before: 'Texas is a big state with different areas.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Texas is a vast state with distinct regions." The exact words show the size and variety.

(11)(C)(ii) • Improve Word Choice • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Texas is a vast state with distinct regions." The exact words show the size and variety.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The Coastal Plains has a lot of rain."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The Coastal Plains has a lot of rain.' Improve the word choice in this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "The Coastal Plains gets frequent, heavy rain." The words are more exact than "a lot of rain."

(11)(C)(ii) • Improve Word Choice • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Coastal Plains gets frequent, heavy rain." The words are more exact than "a lot of rain."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your stronger word made the sentence clearer. Then revise a word in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Exact words like "vast" and "distinct regions" help the reader picture the state, which makes the sentence stronger. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Exact words like "vast" and "distinct regions" help the reader picture the state, which makes the sentence stronger. Then students revise a word in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "The desert region is dry and has not much stuff." → After: "The desert region is arid with few plants ." <i>Exact words (arid, few plants) replace plain, vague ones.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Replace a plain word with a stronger, more exact one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 26 of 36, and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "The desert region is arid with few plants." Exact words (arid, few plants) replace plain, vague ones.

(11)(C)(ii) · Improve Word Choice · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

"big" and "different areas" are plain, so they could be replaced with more exact words like vast and distinct regions.



CHOOSE

Tuesday

"vast" is a stronger, more exact word than "big."



SHOW

Wednesday

Sample: "Texas is a vast state with distinct regions." The exact words show the size and variety.



OWN

Thursday

Sample: "The Coastal Plains gets frequent, heavy rain." The words are more exact than "a lot of rain."



DEFEND

Friday

Exact words like "vast" and "distinct regions" help the reader picture the state, which makes the sentence stronger. Then students revise a word in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "big" and "different areas" are plain, so they could be replaced with more exact words like vast and distinct regions. Emergent, "vast" is a stronger, more exact word than "big." Visible, Sample: "Texas is a vast state with distinct regions." The exact words show the size and variety. Independent, Sample: "The Coastal Plains gets frequent, heavy rain." The words are more exact than "a lot of rain." Reflective, Exact words like "vast" and "distinct regions" help the reader picture the state, which makes the sentence stronger. Then students revise a word in their own writing.

ANSWER KEY: "big" and "different areas" are plain, so they could be replaced with more exact words like vast and distinct regions. · "vast" is a stronger, more exact word than "big." · Sample: "Texas is a vast state with distinct regions." The exact words show the size and variety. · Sample: "The Coastal Plains gets frequent, heavy rain." The words are more exact than "a lot of rain." · Exact words like "vast" and "distinct regions" help the reader picture the state, which makes the sentence stronger. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Texas is a big state with different areas.

What is the **BEST** way to improve the word choice in sentence 1?

A Texas is a big state with different areas.

B Texas is a vast state with distinct regions.

C Texas is a big place with stuff.

D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Texas is a big state with different areas. Now, what is the BEST way to improve the word choice in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(ii) · Improve Word Choice · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Texas is a vast state with distinct regions.

WHY THIS IS CORRECT

Choice B replaces the plain words “big” and “different areas” with the exact words “vast” and “distinct regions,” so the reader pictures the state clearly.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the plain words. C uses the vaguer word “stuff.” D is wrong because plain words can be made more exact.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Texas is a vast state with distinct regions. Choice B replaces the plain words “big” and “different areas” with the exact words “vast” and “distinct regions,” so the reader pictures the state clearly.”

▶ *Walk through why the other choices are weaker revisions.*

“A keeps the plain words. C uses the vaguer word “stuff.” D is wrong because plain words can be made more exact.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Texas is a vast state with distinct regions.

(11)(C)(ii) · Improve Word Choice · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two related ideas into one sentence so my writing is smooth and coherent.

Combining related ideas helps my paragraph flow together.

KEY IDEA

REVISING TOOL: Combine related ideas.

Join two sentences that share an idea into one clear sentence so the writing flows.

WHERE IT APPEARS: “A Day That Changed”, “The wind grew stronger. The temperature dropped.”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Combine Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: combine ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 27 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which related ideas could be combined?

Read the sentences. Find two sentences about the same change that could be joined.

"The wind grew stronger. The temperature dropped."

I CAN I recognize two related ideas that could be combined.

The Writing Academy®, LLC



Grade 4 • Cluster 6 • Module 3 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which related ideas could be combined? Read the sentences. Find two sentences about the same change that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'The wind grew stronger. The temperature dropped.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: Both sentences describe the weather changing, so the related ideas can be joined into one.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Both sentences describe the weather changing, so the related ideas can be joined into one.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best way to combine.

With support, choose the way that joins the related ideas clearly.

"The wind grew stronger, (and the temperature dropped / temperature it dropped)"

I CAN I can choose a way to combine related ideas, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the way that joins the related ideas clearly."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'The wind grew stronger, (and the temperature dropped / temperature it dropped)'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "and the temperature dropped" joins the ideas and shows the changes together.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "and the temperature dropped" joins the ideas and shows the changes together.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your revision (Before, After).

Rewrite the two related ideas as one sentence. Show the before and the after.

Before: "The wind grew stronger. The temperature dropped."

I CAN I can show how combining related ideas improves coherence.

The Writing Academy®, LLC



Grade 4 • Cluster 6 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two related ideas as one sentence. Show the before and the after."

"Read this with me: Before: 'The wind grew stronger. The temperature dropped.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "The wind grew stronger, and the temperature dropped." The connecting word "and" joins the related ideas.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The wind grew stronger, and the temperature dropped." The connecting word "and" joins the related ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine these two related ideas into one sentence yourself, no word bank.

"Clouds rolled in. Rain began to fall."

I CAN I can combine related ideas myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Clouds rolled in. Rain began to fall.' Combine these two related ideas into one sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Clouds rolled in, and rain began to fall." The two ideas are joined with "and."

(11)(C)(v) • Combine Ideas for Coherence • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Clouds rolled in, and rain began to fall." The two ideas are joined with "and."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two related ideas of your own.

Explain how combining the ideas made the writing flow. Then combine two related ideas in your own draft.

I CAN I can evaluate my combined sentence and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how combining the ideas made the writing flow. Then combine two related ideas in your own draft."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Joining the related ideas shows the changes happening together, which makes the paragraph coherent. Then students combine two of their own related ideas.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Joining the related ideas shows the changes happening together, which makes the paragraph coherent. Then students combine two of their own related ideas.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by combining ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	Before: "The sky turned gray. The air felt cool." → After: "The sky turned gray, and the air felt cool." <i>Two related sentences become one that shows the changes happening together.</i>
MY OWN EXAMPLE: <i>Choose two related sentences from the passage. Combine them into one coherent sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 27 of 36, and complete the (11)(C)(v) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in
the Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "The sky turned gray, and the air felt cool." Two related sentences become one that shows the changes happening together.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

Both sentences describe the weather changing, so the related ideas can be joined into one.



CHOOSE
Tuesday

“and the temperature dropped” joins the ideas and shows the changes together.



SHOW
Wednesday

Sample: “The wind grew stronger, and the temperature dropped.” The connecting word “and” joins the related ideas.



OWN
Thursday

Sample: “Clouds rolled in, and rain began to fall.” The two ideas are joined with “and.”



DEFEND
Friday

Joining the related ideas shows the changes happening together, which makes the paragraph coherent. Then students combine two of their own related ideas.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational, Both sentences describe the weather changing, so the related ideas can be joined into one. Emergent, “and the temperature dropped” joins the ideas and shows the changes together. Visible, Sample: “The wind grew stronger, and the temperature dropped.” The connecting word “and” joins the related ideas. Independent, Sample: “Clouds rolled in, and rain began to fall.” The two ideas are joined with “and.” Reflective, Joining the related ideas shows the changes happening together, which makes the paragraph coherent. Then students combine two of their own related ideas.

ANSWER KEY: Both sentences describe the weather changing, so the related ideas can be joined into one. · “and the temperature dropped” joins the ideas and shows the changes together. · Sample: “The wind grew stronger, and the temperature dropped.” The connecting word “and” joins the related ideas. · Sample: “Clouds rolled in, and rain began to fall.” The two ideas are joined with “and.” · Joining the related ideas shows the changes happening together, which makes the paragraph coherent. Then students combine two of their own related ideas.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Clouds rolled in. (2) Rain began to fall.

What is the **BEST** way to combine sentences 1 and 2 for coherence?

- A** Clouds rolled in rain began to fall.
- B** Clouds rolled in, and rain began to fall.
- C** Clouds. Rolled. Rain fall began.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Clouds rolled in. (2) Rain began to fall. Now, what is the BEST way to combine sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Clouds rolled in, and rain began to fall.

WHY THIS IS CORRECT

Choice B joins the two related weather changes with the connecting word “and,” so the writing is smooth and coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no connecting word. C is broken into fragments. D is wrong because two related ideas can be combined.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Clouds rolled in, and rain began to fall. Choice B joins the two related weather changes with the connecting word “and,” so the writing is smooth and coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no connecting word. C is broken into fragments. D is wrong because two related ideas can be combined.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Clouds rolled in, and rain began to fall.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a clause, a group of words that begins with because, when, or which, to give more information.

A clause turns a simple sentence into a fuller, clearer one.

KEY IDEA

REVISING TOOL: Add a clause.

Add a group of words that begins with because, when, or which to explain more about the sentence.

WHERE IT APPEARS: “Understanding the Texas Regions”, “The Coastal Plains has good farmland.”

This deck teaches **Improve Sentence Structure by Adding a Clause** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Adding a Clause

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our revising focus is improve sentence structure by adding a clause, the standard says: ‘revise drafts to improve sentence structure.’”

▶ Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve sentence structure by adding a clause, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Sentence Structure by Adding a Clause slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause • Sheet 28 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentence could tell more?

Read the sentence. Find a simple sentence that a clause could make fuller.

"The Coastal Plains has good farmland."

I CAN I recognize a sentence that a clause could improve.

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Grade 4 • Cluster 6 • Module 4 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which sentence could tell more? Read the sentence. Find a simple sentence that a clause could make fuller."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'The Coastal Plains has good farmland.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: "The Coastal Plains has good farmland" is a simple sentence that a clause could explain further.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause • Sheet 28
of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The Coastal Plains has good farmland" is a simple sentence that a clause could explain further.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure by adding a clause" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure by adding a clause is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the clause.

With support, choose the clause that best explains more.

"The Coastal Plains has good farmland (because it gets frequent rain / and stuff)"

I CAN I can choose a clause, with support.

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Grade 4 • Cluster 6 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the clause that best explains more."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'The Coastal Plains has good farmland (because it gets frequent rain / and stuff)'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "because it gets frequent rain" explains why the farmland is good.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "because it gets frequent rain" explains why the farmland is good.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Rewrite the sentence, adding a clause. Show the before and the after.

Before: "The Coastal Plains has good farmland."

I CAN I can show how a clause improves a sentence.

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Grade 4 • Cluster 6 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

⌚ ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, adding a clause. Show the before and the after."

"Read this with me: Before: 'The Coastal Plains has good farmland.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "The Coastal Plains has good farmland because it gets frequent rain." The clause tells why.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Coastal Plains has good farmland because it gets frequent rain." The clause tells why.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Add a clause to this sentence yourself, no word bank.

"People raise cattle on the Great Plains."

I CAN I can add a clause myself.

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Grade 4 • Cluster 6 • Module 4 • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'People raise cattle on the Great Plains.' Add a clause to this sentence yourself, no word bank."

► No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "People raise cattle on the Great Plains because the wide grasslands feed the herds." The clause explains why.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "People raise cattle on the Great Plains because the wide grasslands feed the herds." The clause explains why.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your clause, then add a clause to a sentence of your own.

Explain how your clause gave the reader more information. Then add a clause to your own writing.

I CAN I can evaluate my clause and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your clause gave the reader more information. Then add a clause to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The clause "because it gets frequent rain" gives the reader more information, which makes the sentence fuller and clearer. Then students add a clause to their own writing.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The clause "because it gets frequent rain" gives the reader more information, which makes the sentence fuller and clearer. Then students add a clause to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure by adding a clause** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by adding a clause	Before: "West Texas has mining jobs." → After: "West Texas has mining jobs because it has oil and minerals underground." <i>A clause that begins with because explains why the jobs are there.</i>
MY OWN EXAMPLE: <i>Choose one simple sentence from the passage. Add a clause that begins with because, when, or which. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 28 of 36, and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "West Texas has mining jobs because it has oil and minerals underground." A clause that begins with because explains why the jobs are there.

(11)(C)(i) · Improve Sentence Structure by Adding a Clause · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“The Coastal Plains has good farmland” is a simple sentence that a clause could explain further.



CHOOSE
Tuesday

“because it gets frequent rain” explains why the farmland is good.



SHOW
Wednesday

Sample: “The Coastal Plains has good farmland because it gets frequent rain.” The clause tells why.



OWN
Thursday

Sample: “People raise cattle on the Great Plains because the wide grasslands feed the herds.” The clause explains why.



DEFEND
Friday

The clause “because it gets frequent rain” gives the reader more information, which makes the sentence fuller and clearer. Then students add a clause to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, “The Coastal Plains has good farmland” is a simple sentence that a clause could explain further. Emergent, “because it gets frequent rain” explains why the farmland is good. Visible, Sample: “The Coastal Plains has good farmland because it gets frequent rain.” The clause tells why. Independent, Sample: “People raise cattle on the Great Plains because the wide grasslands feed the herds.” The clause explains why. Reflective, The clause “because it gets frequent rain” gives the reader more information, which makes the sentence fuller and clearer. Then students add a clause to their own writing.

ANSWER KEY: “The Coastal Plains has good farmland” is a simple sentence that a clause could explain further. · “because it gets frequent rain” explains why the farmland is good. · Sample: “The Coastal Plains has good farmland because it gets frequent rain.” The clause tells why. · Sample: “People raise cattle on the Great Plains because the wide grasslands feed the herds.” The clause explains why. · The clause “because it gets frequent rain” gives the reader more information, which makes the sentence fuller and clearer. Then students add a clause to their own writing.

(11)(C)(i) · Improve Sentence Structure by Adding a Clause · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The Coastal Plains has good farmland.

What is the BEST way to add a clause that improves sentence 1?

- A The Coastal Plains has good farmland.
- B The Coastal Plains has good farmland because it gets frequent rain.
- C The Coastal Plains has good farmland and stuff there.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The Coastal Plains has good farmland. Now, what is the BEST way to add a clause that improves sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(i) • Improve Sentence Structure by Adding a Clause · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B The Coastal Plains has good farmland because it gets frequent rain.

WHY THIS IS CORRECT

Choice B adds the clause “because it gets frequent rain,” which explains why the farmland is good, so the sentence tells the reader more.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A stays simple with no clause. C adds the vague word “stuff.” D is wrong because a simple sentence can be improved with a clause.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, The Coastal Plains has good farmland because it gets frequent rain. Choice B adds the clause “because it gets frequent rain,” which explains why the farmland is good, so the sentence tells the reader more.”

▶ Walk through why the other choices are weaker revisions.

“A stays simple with no clause. C adds the vague word “stuff.” D is wrong because a simple sentence can be improved with a clause.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, The Coastal Plains has good farmland because it gets frequent rain.

(11)(C)(i) · Improve Sentence Structure by Adding a Clause · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I mix short and long sentences so my writing is not all one length. Varying sentence length makes my writing more interesting to read.

KEY IDEA

REVISING TOOL: Mix short and long sentences.

Combine some short sentences into a longer one, or break a long one up, so the lengths vary.

WHERE IT APPEARS: “The Roads Between Us”, “Roads carried goods. Roads carried ideas. Roads carried news.”

This deck teaches **Improve Sentence Structure by Varying Sentence Length** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Improve Sentence Structure by Varying Sentence Length

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve sentence structure by varying sentence length, the standard says: ‘revise drafts to improve sentence structure.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve sentence structure by varying sentence length, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Sentence Structure by Varying Sentence Length slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length •
Sheet 29 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are all the same length?

Read the sentences. Find several short sentences that are all about the same length.

"Roads carried goods. Roads carried ideas. Roads carried news."

I CAN I recognize sentences that are all the same length.

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Grade 4 • Cluster 7 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which sentences are all the same length? Read the sentences. Find several short sentences that are all about the same length."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Roads carried goods. Roads carried ideas. Roads carried news.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The three sentences are all short and start the same way, so the writing sounds choppy.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The three sentences are all short and start the same way, so the writing sounds choppy.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure by varying sentence length" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure by varying sentence length is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the better mix.

With support, choose the version that mixes the lengths.

"(Roads carried goods, ideas, and news across the land. / Roads goods. Roads ideas. Roads news.)"

I CAN I can choose sentences with a better mix of lengths, with support.

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Grade 4 • Cluster 7 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the version that mixes the lengths."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: '(Roads carried goods, ideas, and news across the land. / Roads goods. Roads ideas. Roads news.)'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "Roads carried goods, ideas, and news across the land" combines the short sentences into one longer one.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Roads carried goods, ideas, and news across the land" combines the short sentences into one longer one.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

Combine some short sentences into a longer one. Show the before and the after.

Before: "Roads carried goods. Roads carried ideas. Roads carried news."

I CAN I can show how varying length improves the writing.

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Grade 4 • Cluster 7 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine some short sentences into a longer one. Show the before and the after."

"Read this with me: Before: 'Roads carried goods. Roads carried ideas. Roads carried news.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Roads carried goods, ideas, and news across the land."
One longer sentence replaces three short ones.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length •
Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches, Sample: "Roads carried goods, ideas, and news across the land." One longer sentence replaces three short ones.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Mix these short sentences into a longer one yourself, no word bank.

"Traders walked. Traders traded. Traders learned."

I CAN I can vary sentence length myself.

The Writing Academy®, LLC



Grade 4 • Cluster 7 • Module 1 • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Traders walked. Traders traded. Traders learned.' Mix these short sentences into a longer one yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Traders walked far, traded their goods, and learned from the people they met." The lengths now vary.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Traders walked far, traded their goods, and learned from the people they met." The lengths now vary.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your new mix, then vary the sentence lengths in a piece of your own.

Explain how mixing the lengths made the writing flow. Then vary the sentence lengths in your own draft.

I CAN I can evaluate my sentence lengths and transfer it to my own writing.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how mixing the lengths made the writing flow. Then vary the sentence lengths in your own draft."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Mixing short and long sentences keeps the writing from sounding choppy, which makes it more interesting to read. Then students vary the lengths in their own writing.

(11)(C)(i) · Improve Sentence Structure by Varying Sentence Length · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Mixing short and long sentences keeps the writing from sounding choppy, which makes it more interesting to read. Then students vary the lengths in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **improve sentence structure by varying sentence length** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by varying sentence length	Before: "Ships sailed. Ships traded. Ships returned." → After: "Ships sailed across the sea, traded their goods, and returned home." <i>Three short sentences become one longer sentence, so the lengths vary.</i>
MY OWN EXAMPLE: <i>Find several short sentences in your draft that are all the same length. Combine some into a longer one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 29 of 36, and complete the (11)(C)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Ships sailed across the sea, traded their goods, and returned home." Three short sentences become one longer sentence, so the lengths vary.

(11)(C)(i) · Improve Sentence Structure by Varying Sentence Length · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The three sentences are all short and start the same way, so the writing sounds choppy.



CHOOSE
Tuesday

"Roads carried goods, ideas, and news across the land" combines the short sentences into one longer one.



SHOW
Wednesday

Sample: "Roads carried goods, ideas, and news across the land." One longer sentence replaces three short ones.



OWN
Thursday

Sample: "Traders walked far, traded their goods, and learned from the people they met." The lengths now vary.



DEFEND
Friday

Mixing short and long sentences keeps the writing from sounding choppy, which makes it more interesting to read. Then students vary the lengths in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ➔ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

➔ Walk through the answers together and have students self-check and correct: Foundational, The three sentences are all short and start the same way, so the writing sounds choppy. Emergent, "Roads carried goods, ideas, and news across the land" combines the short sentences into one longer one. Visible, Sample: "Roads carried goods, ideas, and news across the land." One longer sentence replaces three short ones. Independent, Sample: "Traders walked far, traded their goods, and learned from the people they met." The lengths now vary. Reflective, Mixing short and long sentences keeps the writing from sounding choppy, which makes it more interesting to read. Then students vary the lengths in their own writing.

ANSWER KEY: The three sentences are all short and start the same way, so the writing sounds choppy. · "Roads carried goods, ideas, and news across the land" combines the short sentences into one longer one. · Sample: "Roads carried goods, ideas, and news across the land." One longer sentence replaces three short ones. · Sample: "Traders walked far, traded their goods, and learned from the people they met." The lengths now vary. · Mixing short and long sentences keeps the writing from sounding choppy, which makes it more interesting to read. Then students vary the lengths in their own writing.

(11)(C)(i) · Improve Sentence Structure by Varying Sentence Length · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Roads carried goods. (2) Roads carried ideas. (3) Roads carried news.

What is the **BEST** way to vary the sentence length of these three sentences?

A Roads carried goods. Roads carried ideas. Roads carried news.

B Roads carried goods, ideas, and news across the land.

C Roads goods ideas news carried carried carried.

D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Roads carried goods. (2) Roads carried ideas. (3) Roads carried news. Now, what is the BEST way to vary the sentence length of these three sentences?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Roads carried goods, ideas, and news across the land.

WHY THIS IS CORRECT

Choice B combines the three short, same-length sentences into one longer sentence, so the writing is not all one length.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves three choppy sentences. C scrambles the words. D is wrong because three short, same-length sentences can be combined for variety.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Roads carried goods, ideas, and news across the land. Choice B combines the three short, same-length sentences into one longer sentence, so the writing is not all one length.”

▶ *Walk through why the other choices are weaker revisions.*

“A leaves three choppy sentences. C scrambles the words. D is wrong because three short, same-length sentences can be combined for variety.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Roads carried goods, ideas, and news across the land.

(11)(C)(i) • Improve Sentence Structure by Varying Sentence Length · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I replace a plain word with a stronger, more exact one.
Exact words help my reader understand exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

Find a plain or general word, then replace it with a more exact word that fits the meaning.

WHERE IT APPEARS: “What We Carry Forward”, “Old ideas can go on for a long time.”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: improve word choice, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 30 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

Read the sentence. Find a plain word or phrase that could be more exact.

"Old ideas can go on for a long time."

I CAN I recognize a word that could be stronger.

The Writing Academy®, LLC



Grade 4 • Cluster 7 • Module 2 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?
Read the sentence. Find a plain word or phrase that could be
more exact."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Old ideas can go on for a long time.'"

▶ *Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.*

ANSWER KEY: "go on for a long time" is plain, so it could be replaced with more
exact words like endure for generations.

(11)(C)(ii) • Improve Word Choice • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "go on for a long time" is
plain, so it could be replaced with more exact words like endure
for generations.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"improve word choice" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when improve word choice is strong, it is one of the things
writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

With support, choose the word that best fits the meaning.

"Good ideas can (endure for generations / go on a long time)."

I CAN I can choose a stronger word, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Good ideas can (endure for generations / go on a long time).'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "endure for generations" tells exactly how long and how the ideas last.

(11)(C)(ii) • Improve Word Choice • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "endure for generations" tells exactly how long and how the ideas last.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

Rewrite the sentence with a stronger word. Show the before and the after.

Before: "Old ideas can go on for a long time."

I CAN I can show how a stronger word improves a sentence.

The Writing Academy®, LLC



Grade 4 • Cluster 7 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with a stronger word. Show the before and the after."

"Read this with me: Before: 'Old ideas can go on for a long time.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Good ideas can endure for generations." The exact words show how lasting the ideas are.

(11)(C)(ii) • Improve Word Choice • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Good ideas can endure for generations." The exact words show how lasting the ideas are.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"A song can keep a culture going."

I CAN I can improve word choice myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'A song can keep a culture going.' Improve the word choice in this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "A song can preserve a culture for years to come." The words are more exact than "keep a culture going."

(11)(C)(ii) • Improve Word Choice • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "A song can preserve a culture for years to come." The words are more exact than "keep a culture going."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your word choice, then improve a word in a sentence of your own.

Explain how your stronger word made the sentence clearer. Then revise a word in your own writing.

I CAN I can evaluate my word choice and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your stronger word made the sentence clearer. Then revise a word in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Exact words like "endure for generations" tell the reader precisely what the writer means, which makes the sentence stronger. Then students revise a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Exact words like "endure for generations" tell the reader precisely what the writer means, which makes the sentence stronger. Then students revise a word in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: "The idea kept going through the years." → After: "The idea traveled through the years , passed from one generation to the next." <i>A plain phrase (kept going) becomes an exact word (traveled) that shows the meaning.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Replace a plain word with a stronger, more exact one. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 30 of 36, and complete the (11)(C)(ii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "The idea traveled through the years, passed from one generation to the next." A plain phrase (kept going) becomes an exact word (traveled) that shows the meaning.

(11)(C)(ii) · Improve Word Choice · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

“go on for a long time” is plain, so it could be replaced with more exact words like endure for generations.



CHOOSE

Tuesday

“endure for generations” tells exactly how long and how the ideas last.



SHOW

Wednesday

Sample: “Good ideas can endure for generations.” The exact words show how lasting the ideas are.



OWN

Thursday

Sample: “A song can preserve a culture for years to come.” The words are more exact than “keep a culture going.”



DEFEND

Friday

Exact words like “endure for generations” tell the reader precisely what the writer means, which makes the sentence stronger. Then students revise a word in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, “go on for a long time” is plain, so it could be replaced with more exact words like endure for generations. Emergent, “endure for generations” tells exactly how long and how the ideas last. Visible, Sample: “Good ideas can endure for generations.” The exact words show how lasting the ideas are. Independent, Sample: “A song can preserve a culture for years to come.” The words are more exact than “keep a culture going.” Reflective, Exact words like “endure for generations” tell the reader precisely what the writer means, which makes the sentence stronger. Then students revise a word in their own writing.

ANSWER KEY: “go on for a long time” is plain, so it could be replaced with more exact words like endure for generations. · “endure for generations” tells exactly how long and how the ideas last. · Sample: “Good ideas can endure for generations.” The exact words show how lasting the ideas are. · Sample: “A song can preserve a culture for years to come.” The words are more exact than “keep a culture going.” · Exact words like “endure for generations” tell the reader precisely what the writer means, which makes the sentence stronger. Then students revise a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Old ideas can go on for a long time.

What is the **BEST** way to improve the word choice in sentence 1?

A Old ideas can go on for a long time.

B Good ideas can endure for generations.

C Old ideas can go on and on and stuff.

D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Old ideas can go on for a long time. Now, what is the BEST way to improve the word choice in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(ii) · Improve Word Choice · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Good ideas can endure for generations.

WHY THIS IS CORRECT

Choice B replaces the plain phrase “go on for a long time” with the exact words “endure for generations,” so the reader understands how lasting the ideas are.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the plain phrase. C adds the vague word “stuff.” D is wrong because a plain phrase can be made more exact.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Good ideas can endure for generations. Choice B replaces the plain phrase “go on for a long time” with the exact words “endure for generations,” so the reader understands how lasting the ideas are.”

▶ *Walk through why the other choices are weaker revisions.*

“A keeps the plain phrase. C adds the vague word “stuff.” D is wrong because a plain phrase can be made more exact.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Good ideas can endure for generations.

(11)(C)(ii) · Improve Word Choice · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a linking word or idea so my sentences connect and make sense together.

A linking idea helps my writing flow from one thought to the next.

KEY IDEA

REVISING TOOL: Add a linking idea.

Add a word or phrase, for example in addition, also, or as a result, that connects one idea to the next.

WHERE IT APPEARS: “The Roads Between Us”, “Roads carried goods. They carried ideas.”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts by adding ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: add ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Where do the ideas need a connection?

Read the sentences. Find a place where a linking idea would help them connect.

"Roads carried goods. They carried ideas."

I CAN I recognize where sentences need a linking idea.

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Grade 4 • Cluster 7 • Module 3 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Where do the ideas need a connection? Read the sentences. Find a place where a linking idea would help them connect."

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'Roads carried goods. They carried ideas.'"

▶ *Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.*

ANSWER KEY: The two sentences add related ideas (goods and ideas), so a linking word can connect them.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two sentences add related ideas (goods and ideas), so a linking word can connect them.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Choose the linking idea.

With support, choose the linking word that best connects the ideas.

"Roads carried goods. (In addition, / Then also) they carried ideas."

I CAN I can choose a linking idea, with support.

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Grade 4 • Cluster 7 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the linking word that best connects the ideas."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: 'Roads carried goods. (In addition, / Then also) they carried ideas.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "In addition," signals that the second idea adds to the first, so it connects them clearly.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "In addition," signals that the second idea adds to the first, so it connects them clearly.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences, adding a linking idea. Show the before and the after.

Before: "Roads carried goods. They carried ideas."

I CAN I can show how a linking idea improves coherence.

The Writing Academy®, LLC



Grade 4 • Cluster 7 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences, adding a linking idea. Show the before and the after."

"Read this with me: Before: 'Roads carried goods. They carried ideas.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Roads carried goods. In addition, they carried ideas." The phrase "In addition" links the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Roads carried goods. In addition, they carried ideas." The phrase "In addition" links the ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Revise on your own.

Add a linking idea to connect these sentences yourself, no word bank.

"Traders shared goods. They shared stories."

I CAN I can add a linking idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Traders shared goods. They shared stories.' Add a linking idea to connect these sentences yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Traders shared goods. They also shared stories." The linking word "also" connects the ideas.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Traders shared goods. They also shared stories." The linking word "also" connects the ideas.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for coherence"

Evaluate and transfer.

Defend your linking idea, then connect two sentences of your own.

Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing.

I CAN I can evaluate my linking idea and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how the linking idea connected the two sentences. Then add a linking idea to your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The linking phrase "In addition" shows the second idea adds to the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The linking phrase "In addition" shows the second idea adds to the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by adding ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts by adding ideas for coherence	Before: "Roads moved goods. Roads moved knowledge." → After: "Roads moved goods. In addition , they moved knowledge." <i>A linking phrase (In addition) connects the two ideas so the writing holds together.</i>
MY OWN EXAMPLE: <i>Choose two sentences from the passage. Add a linking word or idea that connects them. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 31 of 36, and complete the (11)(C)(iii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Roads moved goods. In addition, they moved knowledge." A linking phrase (In addition) connects the two ideas so the writing holds together.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

**NOTICE**
Monday

The two sentences add related ideas (goods and ideas), so a linking word can connect them.

**CHOOSE**
Tuesday

"In addition," signals that the second idea adds to the first, so it connects them clearly.

**SHOW**
Wednesday

Sample: "Roads carried goods. In addition, they carried ideas." The phrase "In addition" links the ideas.

**OWN**
Thursday

Sample: "Traders shared goods. They also shared stories." The linking word "also" connects the ideas.

**DEFEND**
Friday

The linking phrase "In addition" shows the second idea adds to the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The two sentences add related ideas (goods and ideas), so a linking word can connect them. Emergent, "In addition," signals that the second idea adds to the first, so it connects them clearly. Visible, Sample: "Roads carried goods. In addition, they carried ideas." The phrase "In addition" links the ideas. Independent, Sample: "Traders shared goods. They also shared stories." The linking word "also" connects the ideas. Reflective, The linking phrase "In addition" shows the second idea adds to the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

ANSWER KEY: The two sentences add related ideas (goods and ideas), so a linking word can connect them. · "In addition," signals that the second idea adds to the first, so it connects them clearly. · Sample: "Roads carried goods. In addition, they carried ideas." The phrase "In addition" links the ideas. · Sample: "Traders shared goods. They also shared stories." The linking word "also" connects the ideas. · The linking phrase "In addition" shows the second idea adds to the first, which keeps the writing coherent. Then students add a linking idea to their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Roads carried goods. (2) They carried ideas.

Which linking idea BEST connects sentences 1 and 2 for coherence?

- A Roads carried goods they carried ideas.
- B Roads carried goods. In addition, they carried ideas.
- C Roads carried goods. Goods. Ideas.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Roads carried goods. (2) They carried ideas. Now, which linking idea BEST connects sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Roads carried goods. In addition, they carried ideas.

WHY THIS IS CORRECT

Choice B adds the linking phrase “In addition,” which shows the second idea adds to the first, so the sentences connect and stay coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no linking word. C breaks into fragments. D is wrong because a linking idea makes the two sentences connect more clearly.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Roads carried goods. In addition, they carried ideas. Choice B adds the linking phrase “In addition,” which shows the second idea adds to the first, so the sentences connect and stay coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no linking word. C breaks into fragments. D is wrong because a linking idea makes the two sentences connect more clearly.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Roads carried goods. In addition, they carried ideas.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I delete a repeated or off-topic idea so my writing stays clear and on track.

Taking out an extra idea keeps my writing focused.

KEY IDEA

REVISING TOOL: Delete an extra idea.

Cross out a sentence or detail that repeats another idea or does not belong.

WHERE IT APPEARS: “What We Carry Forward”, a sentence that repeats an idea or wanders off topic.

This deck teaches **Delete Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Delete Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is delete ideas for coherence, the standard says: ‘revise drafts by deleting ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: delete ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Delete Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 32 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Which idea does not belong?

Read the sentences. Find a sentence that repeats an idea or is off topic.

"Ideas pass from person to person. The library was very quiet. Each generation carries them forward."

I CAN I recognize an idea that does not belong.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which idea does not belong? Read the sentences. Find a sentence that repeats an idea or is off topic."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Ideas pass from person to person. The library was very quiet. Each generation carries them forward.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: "The library was very quiet" is off topic, because it does not help tell how ideas pass through time.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The library was very quiet" is off topic, because it does not help tell how ideas pass through time.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "delete ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when delete ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Choose the idea to delete.

With support, choose the sentence that should be deleted for coherence.

Delete: ("The library was very quiet." / "Each generation carries them forward.")

I CAN I can choose an idea to delete, with support.

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Grade 4 • Cluster 7 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the sentence that should be deleted for coherence."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: Delete: ('The library was very quiet.' / 'Each generation carries them forward.')"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: Delete "The library was very quiet." It does not connect to the main idea about ideas being carried forward.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Delete "The library was very quiet." It does not connect to the main idea about ideas being carried forward.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences with the extra idea removed. Show the before and the after.

Before: "Ideas pass from person to person. The library was very quiet. Each generation carries them forward."

I CAN I can show how deleting an idea improves coherence.

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Grade 4 • Cluster 7 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences with the extra idea removed. Show the before and the after."

"Read this with me: Before: 'Ideas pass from person to person. The library was very quiet. Each generation carries them forward.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Ideas pass from person to person. Each generation carries them forward." The off-topic sentence is gone.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Ideas pass from person to person. Each generation carries them forward." The off-topic sentence is gone.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Revise on your own.

Cross out the sentence that does not belong yourself, no word bank.

"A song keeps a culture alive. A song keeps a culture alive. Music still matters today."

I CAN I can delete an extra idea myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'A song keeps a culture alive. A song keeps a culture alive. Music still matters today.' Cross out the sentence that does not belong yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "A song keeps a culture alive. Music still matters today." The repeated sentence is deleted.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "A song keeps a culture alive. Music still matters today." The repeated sentence is deleted.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for coherence"

Evaluate and transfer.

Defend your deletion, then delete an off-topic idea from a piece of your own.

Explain why the deleted sentence did not belong. Then delete a repeated or off-topic idea in your own writing.

I CAN I can evaluate my deletion and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the deleted sentence did not belong. Then delete a repeated or off-topic idea in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the off-topic sentence keeps the paragraph focused on how ideas travel through time, which makes it coherent. Then students delete an extra idea in their own writing.

(11)(C)(iv) • Delete Ideas for Coherence • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Deleting the off-topic sentence keeps the paragraph focused on how ideas travel through time, which makes it coherent. Then students delete an extra idea in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by deleting ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iv) revise drafts by deleting ideas for coherence	Before: "Traditions travel through time. Traditions travel through time. They shape who we are." → After: "Traditions travel through time. They shape who we are." <i>A repeated sentence is deleted so the writing stays clear and focused.</i>
MY OWN EXAMPLE: <i>Find a sentence in the passage list that repeats an idea or is off topic. Delete it. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 32 of 36, and complete the (11)(C)(iv) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Traditions travel through time. They shape who we are." A repeated sentence is deleted so the writing stays clear and focused.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

"The library was very quiet" is off topic, because it does not help tell how ideas pass through time.



CHOOSE

Tuesday

Delete "The library was very quiet." It does not connect to the main idea about ideas being carried forward.



SHOW

Wednesday

Sample: "Ideas pass from person to person. Each generation carries them forward." The off-topic sentence is gone.



OWN

Thursday

Sample: "A song keeps a culture alive. Music still matters today." The repeated sentence is deleted.



DEFEND

Friday

Deleting the off-topic sentence keeps the paragraph focused on how ideas travel through time, which makes it coherent. Then students delete an extra idea in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "The library was very quiet" is off topic, because it does not help tell how ideas pass through time. Emergent, Delete "The library was very quiet." It does not connect to the main idea about ideas being carried forward. Visible, Sample: "Ideas pass from person to person. Each generation carries them forward." The off-topic sentence is gone. Independent, Sample: "A song keeps a culture alive. Music still matters today." The repeated sentence is deleted. Reflective, Deleting the off-topic sentence keeps the paragraph focused on how ideas travel through time, which makes it coherent. Then students delete an extra idea in their own writing.

ANSWER KEY: "The library was very quiet" is off topic, because it does not help tell how ideas pass through time. · Delete "The library was very quiet." It does not connect to the main idea about ideas being carried forward. · Sample: "Ideas pass from person to person. Each generation carries them forward." The off-topic sentence is gone. · Sample: "A song keeps a culture alive. Music still matters today." The repeated sentence is deleted. · Deleting the off-topic sentence keeps the paragraph focused on how ideas travel through time, which makes it coherent. Then students delete an extra idea in their own writing.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Ideas pass from person to person. (2) The library was very quiet. (3) Each generation carries them forward.

Which sentence should be DELETED to improve the coherence of the paragraph?

- A Sentence 1
- B Sentence 2, because it is off topic
- C Sentence 3
- D No sentence should be deleted.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Ideas pass from person to person. (2) The library was very quiet. (3) Each generation carries them forward. Now, which sentence should be DELETED to improve the coherence of the paragraph?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Sentence 2, because it is off topic

WHY THIS IS CORRECT

Sentence 2 is off topic, because the paragraph is about how ideas pass through time, not about the library. Deleting it keeps the paragraph focused.

WHY THE OTHER CHOICES ARE REVISION TRAPS

Sentence 1 introduces the main idea. Sentence 3 continues it. Keeping the off-topic sentence would break the flow of the paragraph.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Sentence 2, because it is off topic. Sentence 2 is off topic, because the paragraph is about how ideas pass through time, not about the library. Deleting it keeps the paragraph focused.”

▶ *Walk through why the other choices are weaker revisions.*

“Sentence 1 introduces the main idea. Sentence 3 continues it. Keeping the off-topic sentence would break the flow of the paragraph.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Sentence 2, because it is off topic

(11)(C)(iv) · Delete Ideas for Coherence · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by combining ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two related ideas into one sentence so my writing is smooth and coherent.

Combining related ideas helps my paragraph flow together.

KEY IDEA

REVISING TOOL: Combine related ideas.

Join two sentences that share an idea into one clear sentence so the writing flows.

WHERE IT APPEARS: “What Shapes a Society?”, “Geography creates opportunities. Geography creates challenges.”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Combine Ideas for Coherence

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts by combining ideas for coherence.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: combine ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 33 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Which related ideas could be combined?

Read the sentences. Find two sentences about the same idea that could be joined.

"Geography creates opportunities. Geography creates challenges."

I CAN I recognize two related ideas that could be combined.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which related ideas could be combined? Read the sentences. Find two sentences about the same idea that could be joined."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Geography creates opportunities. Geography creates challenges.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: Both sentences say what geography creates, so the related ideas can be joined into one.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Both sentences say what geography creates, so the related ideas can be joined into one.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Choose the best way to combine.

With support, choose the way that joins the related ideas clearly.

"Geography creates (both opportunities and challenges / opportunities it challenges)"

I CAN I can choose a way to combine related ideas, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 1 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the way that joins the related ideas clearly."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: 'Geography creates (both opportunities and challenges / opportunities it challenges)'"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: "both opportunities and challenges" joins the two ideas into one clear phrase.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "both opportunities and challenges" joins the two ideas into one clear phrase.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Show your revision (Before, After).

Rewrite the two related ideas as one sentence. Show the before and the after.

Before: "Geography creates opportunities. Geography creates challenges."

I CAN I can show how combining related ideas improves coherence.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two related ideas as one sentence. Show the before and the after."

"Read this with me: Before: 'Geography creates opportunities. Geography creates challenges.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Geography creates both opportunities and challenges." The word "both" joins the related ideas.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Geography creates both opportunities and challenges." The word "both" joins the related ideas.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Revise on your own.

Combine these two related ideas into one sentence yourself, no word bank.

"The land shapes the food people grow. The land shapes the work they do."

I CAN I can combine related ideas myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The land shapes the food people grow. The land shapes the work they do.' Combine these two related ideas into one sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "The land shapes both the food people grow and the work they do." The two ideas are joined with "both."

(11)(C)(v) • Combine Ideas for Coherence • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The land shapes both the food people grow and the work they do." The two ideas are joined with "both."

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by combining ideas for coherence"

Evaluate and transfer.

Defend your combined sentence, then combine two related ideas of your own.

Explain how combining the ideas made the writing flow. Then combine two related ideas in your own draft.

I CAN I can evaluate my combined sentence and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how combining the ideas made the writing flow. Then combine two related ideas in your own draft."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by combining ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts by combining ideas for coherence	Before: "A place can offer resources. A place can offer challenges." → After: "A place can offer both resources and challenges." <i>Two related sentences become one that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Choose two related sentences from the passage. Combine them into one coherent sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 33 of 36, and complete the (11)(C)(v) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "A place can offer both resources and challenges." Two related sentences become one that shows how the ideas connect.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

Both sentences say what geography creates, so the related ideas can be joined into one.



CHOOSE

Tuesday

“both opportunities and challenges” joins the two ideas into one clear phrase.



SHOW

Wednesday

Sample: “Geography creates both opportunities and challenges.” The word “both” joins the related ideas.



OWN

Thursday

Sample: “The land shapes both the food people grow and the work they do.” The two ideas are joined with “both.”



DEFEND

Friday

Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, Both sentences say what geography creates, so the related ideas can be joined into one. Emergent, “both opportunities and challenges” joins the two ideas into one clear phrase. Visible, Sample: “Geography creates both opportunities and challenges.” The word “both” joins the related ideas. Independent, Sample: “The land shapes both the food people grow and the work they do.” The two ideas are joined with “both.” Reflective, Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

ANSWER KEY: Both sentences say what geography creates, so the related ideas can be joined into one. · “both opportunities and challenges” joins the two ideas into one clear phrase. · Sample: “Geography creates both opportunities and challenges.” The word “both” joins the related ideas. · Sample: “The land shapes both the food people grow and the work they do.” The two ideas are joined with “both.” · Joining the related ideas shows how they connect, which makes the paragraph coherent. Then students combine two of their own related ideas.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The land shapes the food people grow. (2) The land shapes the work they do.

What is the **BEST** way to combine sentences 1 and 2 for coherence?

- A** The land shapes the food people grow it shapes the work they do.
- B** The land shapes both the food people grow and the work they do.
- C** The land food work shapes grow do.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The land shapes the food people grow. (2) The land shapes the work they do. Now, what is the BEST way to combine sentences 1 and 2 for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B The land shapes both the food people grow and the work they do.

WHY THIS IS CORRECT

Choice B joins the two related ideas with “both,” so the sentence shows how the land shapes two things at once and stays coherent.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on with no connecting word. C scrambles the words. D is wrong because two related ideas about the land can be combined.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, The land shapes both the food people grow and the work they do. Choice B joins the two related ideas with “both,” so the sentence shows how the land shapes two things at once and stays coherent.”

▶ *Walk through why the other choices are weaker revisions.*

“A is a run-on with no connecting word. C scrambles the words. D is wrong because two related ideas about the land can be combined.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, The land shapes both the food people grow and the work they do.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by adding ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a detail or a naming word that makes my meaning clear.
A clarifying idea answers a question the reader might have, so no one is confused.

KEY IDEA

REVISING TOOL: Add a clarifying detail.

Add a name, detail, or example that makes a vague sentence clear.

WHERE IT APPEARS: “What Shapes a Society?”, “It can change a society.”

This deck teaches **Add Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Add Ideas for Clarity

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is add ideas for clarity, the standard says: ‘revise drafts by adding ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: add ideas for clarity, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Add Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 34 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Which sentence is unclear?

Read the sentence. Find one that is vague and leaves the reader with a question.

"It can change a society."

I CAN I recognize a sentence that needs a clarifying detail.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • Module 2 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which sentence is unclear?
Read the sentence. Find one that is vague and leaves the reader
with a question."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

"Read this with me: 'It can change a society.'"

▶ *Have students point to or name the sentence that needs revising. We are only
noticing today, not revising anything yet.*

ANSWER KEY: "It can change a society" is vague, because the reader does not know
what "it" is.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, "It can change a society" is
vague, because the reader does not know what "it" is.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different
instead of the one the standard is about, keep them anchored to
"add ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing
when add ideas for clarity is strong, it is one of the things writers
always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the
demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to
CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Choose the clarifying detail.

With support, choose the words that make the sentence clear.

"(A powerful idea / It) can change a society."

I CAN I can choose a clarifying detail, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 2 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the words that make the sentence clear."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: '(A powerful idea / It) can change a society.'"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: "A powerful idea" names what can change a society, so the sentence is clear.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "A powerful idea" names what can change a society, so the sentence is clear.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Show your revision (Before, After).

Rewrite the sentence, adding a clarifying detail. Show the before and the after.

Before: "It can change a society."

I CAN I can show how a clarifying detail makes a sentence clear.



TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, adding a clarifying detail. Show the before and the after."

"Read this with me: Before: 'It can change a society.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "A powerful idea about fairness can change a society." The naming phrase makes it clear.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "A powerful idea about fairness can change a society." The naming phrase makes it clear.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Revise on your own.

Add a clarifying detail to this sentence yourself, no word bank.

"They influenced later governments."

I CAN I can add a clarifying detail myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'They influenced later governments.' Add a clarifying detail to this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Ideas about rule of law influenced later governments." The detail answers what influenced them.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Ideas about rule of law influenced later governments." The detail answers what influenced them.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by adding ideas for clarity"

Evaluate and transfer.

Defend your detail, then add a clarifying detail to a sentence of your own.

Explain how your detail cleared up a question the reader might have. Then add a clarifying detail to your own writing.

I CAN I can evaluate my clarifying detail and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how your detail cleared up a question the reader might have. Then add a clarifying detail to your own writing."

► Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

ANSWER KEY: Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

(11)(C)(vii) • Add Ideas for Clarity • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by adding ideas for clarity** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vii) revise drafts by adding ideas for clarity	Before: "It shaped the future." → After: " The idea of rule of law shaped the future of many governments." <i>Adding a naming phrase answers the reader's question about what "it" means.</i>
MY OWN EXAMPLE: <i>Choose one vague sentence from the passage. Add a name, detail, or example that makes it clear. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 34 of 36, and complete the (11)(C)(vii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "The idea of rule of law shaped the future of many governments." Adding a naming phrase answers the reader's question about what "it" means.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"It can change a society" is vague, because the reader does not know what "it" is.



CHOOSE
Tuesday

"A powerful idea" names what can change a society, so the sentence is clear.



SHOW
Wednesday

Sample: "A powerful idea about fairness can change a society." The naming phrase makes it clear.



OWN
Thursday

Sample: "Ideas about rule of law influenced later governments." The detail answers what influenced them.



DEFEND
Friday

Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "It can change a society" is vague, because the reader does not know what "it" is. Emergent, "A powerful idea" names what can change a society, so the sentence is clear. Visible, Sample: "A powerful idea about fairness can change a society." The naming phrase makes it clear. Independent, Sample: "Ideas about rule of law influenced later governments." The detail answers what influenced them. Reflective, Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

ANSWER KEY: "It can change a society" is vague, because the reader does not know what "it" is. · "A powerful idea" names what can change a society, so the sentence is clear. · Sample: "A powerful idea about fairness can change a society." The naming phrase makes it clear. · Sample: "Ideas about rule of law influenced later governments." The detail answers what influenced them. · Adding a clarifying name or detail answers the reader's question, so no one is confused. Then students add a clarifying detail to their own writing.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) It can change a society.

What is the **BEST** way to add a detail that makes sentence 1 clear?

- A It can change a society.
- B A powerful idea can change a society.
- C It can change a society and stuff.
- D No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: It can change a society. Now, what is the BEST way to add a detail that makes sentence 1 clear?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B A powerful idea can change a society.

WHY THIS IS CORRECT

Choice B replaces the vague word “It” with the naming phrase “A powerful idea,” so the reader knows exactly what can change a society.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A stays vague. C adds the vague word “stuff.” D is wrong because a vague sentence can be made clear with a naming detail.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, A powerful idea can change a society. Choice B replaces the vague word “It” with the naming phrase “A powerful idea,” so the reader knows exactly what can change a society.”

▶ *Walk through why the other choices are weaker revisions.*

“A stays vague. C adds the vague word “stuff.” D is wrong because a vague sentence can be made clear with a naming detail.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, A powerful idea can change a society.

(11)(C)(vii) · Add Ideas for Clarity · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by rearranging ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I put my sentences in an order that makes sense, like the main idea before the details.

A logical order helps my reader follow my writing.

KEY IDEA

REVISING TOOL: Order the sentences.

Move sentences so the main idea comes first, then the details that support it.

WHERE IT APPEARS: “The Evidence Room”, “A pottery bowl shows Caddo skill. Historians study evidence to learn about the past.”

This deck teaches **Rearrange Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Rearrange Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our revising focus is rearrange ideas for coherence, the standard says: ‘revise drafts by rearranging ideas for coherence.’”

▶ Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: rearrange ideas for coherence, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Rearrange Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 35 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Which sentences are out of order?

Read the sentences. Find two whose order puts the detail before the main idea.

"A pottery bowl shows Caddo skill. Historians study evidence to learn about the past."

I CAN I recognize sentences that are out of order.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which sentences are out of order? Read the sentences. Find two whose order puts the detail before the main idea."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'A pottery bowl shows Caddo skill. Historians study evidence to learn about the past.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: The detail (a pottery bowl shows Caddo skill) comes before the main idea (historians study evidence), so the order is unclear.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The detail (a pottery bowl shows Caddo skill) comes before the main idea (historians study evidence), so the order is unclear.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "rearrange ideas for coherence" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when rearrange ideas for coherence is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Choose the clearer order.

With support, choose the order that puts the main idea first.

First: ("Historians study evidence to learn about the past." / "A pottery bowl shows Caddo skill.")

I CAN I can choose the clearer order of sentences, with support.

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Grade 4 • Cluster 8 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the order that puts the main idea first."

▶ *Read the sentence with the two versions, then give quiet think time.*

"Read this with me: First: ('Historians study evidence to learn about the past.' / 'A pottery bowl shows Caddo skill.')"

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

ANSWER KEY: Put "Historians study evidence to learn about the past" first, because it is the main idea the detail supports.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Put "Historians study evidence to learn about the past" first, because it is the main idea the detail supports.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Show your revision (Before, After).

Rewrite the sentences with the main idea first. Show the before and the after.

Before: "A pottery bowl shows Caddo skill. Historians study evidence to learn about the past."

I CAN I can show how ordering sentences improves coherence.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • Module 3 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

⌚ ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentences with the main idea first. Show the before and the after."

"Read this with me: Before: 'A pottery bowl shows Caddo skill. Historians study evidence to learn about the past.'"

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Historians study evidence to learn about the past. A pottery bowl shows Caddo skill." The main idea now comes first.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Historians study evidence to learn about the past. A pottery bowl shows Caddo skill." The main idea now comes first.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Revise on your own.

Put these sentences in a logical order yourself, no word bank.

"The map shows East Texas rivers. One source rarely tells the whole story."

I CAN I can order sentences myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'The map shows East Texas rivers. One source rarely tells the whole story.' Put these sentences in a logical order yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "One source rarely tells the whole story. The map shows East Texas rivers." The main idea leads.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "One source rarely tells the whole story. The map shows East Texas rivers." The main idea leads.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by rearranging ideas for coherence"

Evaluate and transfer.

Defend your order, then reorder two sentences of your own.

Explain why the main idea should come first. Then reorder two sentences in your own writing.

I CAN I can evaluate my sentence order and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain why the main idea should come first. Then reorder two sentences in your own writing."

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Putting the main idea first gives the reader the big picture before the detail, which makes the writing coherent. Then students reorder two of their own sentences.

(11)(C)(vi) • Rearrange Ideas for Coherence • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Putting the main idea first gives the reader the big picture before the detail, which makes the writing coherent. Then students reorder two of their own sentences.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by rearranging ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(vi) revise drafts by rearranging ideas for coherence	Before: "The bowl was decorated. Artifacts help us study the past." → After: "Artifacts help us study the past. The bowl was decorated." <i>Putting the main idea first lets the detail follow in a logical order.</i>
MY OWN EXAMPLE: <i>Find two sentences in the passage list whose order could be clearer. Put the main idea first. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 35 of 36, and complete the (11)(C)(vi) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, → After: "Artifacts help us study the past. The bowl was decorated." Putting the main idea first lets the detail follow in a logical order.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

**NOTICE**
Monday

The detail (a pottery bowl shows Caddo skill) comes before the main idea (historians study evidence), so the order is unclear.

**CHOOSE**
Tuesday

Put "Historians study evidence to learn about the past" first, because it is the main idea the detail supports.

**SHOW**
Wednesday

Sample: "Historians study evidence to learn about the past. A pottery bowl shows Caddo skill." The main idea now comes first.

**OWN**
Thursday

Sample: "One source rarely tells the whole story. The map shows East Texas rivers." The main idea leads.

**DEFEND**
Friday

Putting the main idea first gives the reader the big picture before the detail, which makes the writing coherent. Then students reorder two of their own sentences.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The detail (a pottery bowl shows Caddo skill) comes before the main idea (historians study evidence), so the order is unclear. Emergent, Put "Historians study evidence to learn about the past" first, because it is the main idea the detail supports. Visible, Sample: "Historians study evidence to learn about the past. A pottery bowl shows Caddo skill." The main idea now comes first. Independent, Sample: "One source rarely tells the whole story. The map shows East Texas rivers." The main idea leads. Reflective, Putting the main idea first gives the reader the big picture before the detail, which makes the writing coherent. Then students reorder two of their own sentences.

ANSWER KEY: The detail (a pottery bowl shows Caddo skill) comes before the main idea (historians study evidence), so the order is unclear. · Put "Historians study evidence to learn about the past" first, because it is the main idea the detail supports. · Sample: "Historians study evidence to learn about the past. A pottery bowl shows Caddo skill." The main idea now comes first. · Sample: "One source rarely tells the whole story. The map shows East Texas rivers." The main idea leads. · Putting the main idea first gives the reader the big picture before the detail, which makes the writing coherent. Then students reorder two of their own sentences.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) A pottery bowl shows Caddo skill. (2) Historians study evidence to learn about the past.

What is the BEST way to reorder these sentences for coherence?

- A** A pottery bowl shows Caddo skill. Historians study evidence to learn about the past.
- B** Historians study evidence to learn about the past. A pottery bowl shows Caddo skill.
- C** Caddo skill bowl. Study historians evidence past.
- D** No change is needed.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: A pottery bowl shows Caddo skill. (2) Historians study evidence to learn about the past. Now, what is the BEST way to reorder these sentences for coherence?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B Historians study evidence to learn about the past. A pottery bowl shows Caddo skill.

WHY THIS IS CORRECT

Choice B puts the main idea (historians study evidence) first, then the detail (the pottery bowl), so the ideas follow a logical order.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the detail before the main idea. C scrambles the words. D is wrong because the paragraph reads more clearly with the main idea first.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, Historians study evidence to learn about the past. A pottery bowl shows Caddo skill. Choice B puts the main idea (historians study evidence) first, then the detail (the pottery bowl), so the ideas follow a logical order.”

▶ *Walk through why the other choices are weaker revisions.*

“A leaves the detail before the main idea. C scrambles the words. D is wrong because the paragraph reads more clearly with the main idea first.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, Historians study evidence to learn about the past. A pottery bowl shows Caddo skill.

(11)(C)(vi) · Rearrange Ideas for Coherence · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.

EXACT TEKS WORDING (from TEA)

“revise drafts by deleting ideas for clarity”

WHAT DOES THIS MEAN TO ME?

When I revise, I delete an extra or wordy phrase that makes a sentence confusing. Taking out unneeded words makes my meaning clear.

KEY IDEA

REVISING TOOL: Delete extra words.

Cross out a wordy or repeated phrase that clouds the meaning, so the sentence is clear.

WHERE IT APPEARS: “The Change Atlas”, “Ideas, which are things people think, can change a society.”

This deck teaches **Delete Ideas for Clarity** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Delete Ideas for Clarity

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our revising focus is delete ideas for clarity, the standard says: ‘revise drafts by deleting ideas for clarity.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own revision.”

NOTE: This week: delete ideas for clarity, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Delete Ideas for Clarity slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 36 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Which words make the sentence unclear?

Read the sentence. Find extra or wordy words that make it confusing.

"Ideas, which are things people think, can change a society."

I CAN I recognize extra words that make a sentence unclear.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • Module 4 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our revising eyes. Which words make the sentence unclear? Read the sentence. Find extra or wordy words that make it confusing."

▶ Read the sentences aloud, then give quiet think time before taking answers.

"Read this with me: 'Ideas, which are things people think, can change a society.'"

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

ANSWER KEY: "which are things people think" is extra and wordy, and it makes the sentence confusing.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "which are things people think" is extra and wordy, and it makes the sentence confusing.

COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "delete ideas for clarity" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when delete ideas for clarity is strong, it is one of the things writers always check when they revise.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Choose the words to delete.

With support, choose the wordy phrase that should be deleted for clarity.

Delete: ("which are things people think" / "can change a society")

I CAN I can choose extra words to delete, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the wordy phrase that should be deleted for clarity."

▶ Read the sentence with the two versions, then give quiet think time.

"Read this with me: Delete: ('which are things people think' / 'can change a society')"

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

ANSWER KEY: Delete "which are things people think." It adds no meaning and clouds the sentence.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, Delete "which are things people think." It adds no meaning and clouds the sentence.

COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that revision is stronger?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Show your revision (Before, After).

Rewrite the sentence with the extra words removed. Show the before and the after.

Before: "Ideas, which are things people think, can change a society."

I CAN I can show how deleting extra words makes a sentence clear.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence with the extra words removed. Show the before and the after."

"Read this with me: Before: 'Ideas, which are things people think, can change a society.'"

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

ANSWER KEY: Sample: "Ideas can change a society." The extra words are gone and the meaning is clear.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Ideas can change a society." The extra words are gone and the meaning is clear.

COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the stronger version.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Revise on your own.

Delete the extra words from this sentence yourself, no word bank.

"Resources, meaning the stuff a place has, create opportunities."

I CAN I can delete extra words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."

"Read this one: 'Resources, meaning the stuff a place has, create opportunities.' Delete the extra words from this sentence yourself, no word bank."

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

ANSWER KEY: Sample: "Resources create opportunities." The wordy phrase is deleted.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Resources create opportunities." The wordy phrase is deleted.

COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the revision and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"revise drafts by deleting ideas for clarity"

Evaluate and transfer.

Defend your deletion, then delete extra words from a sentence of your own.

Explain how removing the extra words made the sentence clear. Then delete extra words in your own writing.

I CAN I can evaluate my deletion and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."

"Explain how removing the extra words made the sentence clear. Then delete extra words in your own writing."

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

(11)(C)(viii) • Delete Ideas for Clarity • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts by deleting ideas for clarity** row on your Standards Sweep REVISING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(viii) revise drafts by deleting ideas for clarity	Before: "Leaders, who are people in charge of things, can shape a society." → After: "Leaders can shape a society." <i>The wordy phrase (who are people in charge of things) is deleted so the sentence is clear.</i>
MY OWN EXAMPLE: <i>Find a sentence in your draft with extra or wordy words. Delete them for clarity. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 36 of 36, and complete the (11)(C)(viii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▶ Students complete the matching row on their Standards Sweep Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should match the standard, → After: "Leaders can shape a society." The wordy phrase (who are people in charge of things) is deleted so the sentence is clear.

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"which are things people think" is extra and wordy, and it makes the sentence confusing.



CHOOSE
Tuesday

Delete "which are things people think." It adds no meaning and clouds the sentence.



SHOW
Wednesday

Sample: "Ideas can change a society." The extra words are gone and the meaning is clear.



OWN
Thursday

Sample: "Resources create opportunities." The wordy phrase is deleted.



DEFEND
Friday

Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, "which are things people think" is extra and wordy, and it makes the sentence confusing. Emergent, Delete "which are things people think." It adds no meaning and clouds the sentence. Visible, Sample: "Ideas can change a society." The extra words are gone and the meaning is clear. Independent, Sample: "Resources create opportunities." The wordy phrase is deleted. Reflective, Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

ANSWER KEY: "which are things people think" is extra and wordy, and it makes the sentence confusing. · Delete "which are things people think." It adds no meaning and clouds the sentence. · Sample: "Ideas can change a society." The extra words are gone and the meaning is clear. · Sample: "Resources create opportunities." The wordy phrase is deleted. · Deleting the extra words leaves only the clear meaning, so the reader is not confused. Then students delete extra words in their own writing.

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Ideas, which are things people think, can change a society.

Which words should be DELETED to make sentence 1 clear?

- A can change a society
- B which are things people think
- C Ideas
- D No words should be deleted.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Ideas, which are things people think, can change a society. Now, which words should be DELETED to make sentence 1 clear?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is weaker, that pushes toward Reflective.

Correct answer: B which are things people think

WHY THIS IS CORRECT

The phrase “which are things people think” is wordy and adds no meaning, so deleting it makes the sentence clear.

WHY THE OTHER CHOICES ARE REVISION TRAPS

“can change a society” carries the key meaning. “Ideas” is the subject. Keeping the wordy phrase would leave the sentence confusing.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is B, which are things people think. The phrase “which are things people think” is wordy and adds no meaning, so deleting it makes the sentence clear.”

▶ *Walk through why the other choices are weaker revisions.*

““can change a society” carries the key meaning. “Ideas” is the subject. Keeping the wordy phrase would leave the sentence confusing.”

“Remember this all week: readers stay with writing when it reads clearly and smoothly.”

ANSWER KEY: B, which are things people think

(11)(C)(viii) · Delete Ideas for Clarity · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence that needs one revision for a partner to fix.