

Standards Sweep WRITING Tracking Sheet

Writing • Prepare M1

Guided Practice, work through the five thinking levels.

GRADE 4 • PREPARE • MODULE 1 • THE WRITER'S JOB COMES FIRST

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



NOTICE
Foundational

Find the Task Word

Every prompt has a task word. Find the word that tells the writer's job.



CHOOSE
Emergent

Match Job to Word

Task words name the job. Match the task word to the job.



SHOW
Visible

Name the Job

Read a prompt and name the job. Write what the prompt asks you to do.



OWN
Independent

Name the Job on Your Own

For a new prompt, name the writer's job on your own.



DEFEND
Reflective

Defend Your Plan

Look at the job you named. Explain how knowing the job helps you write.

Your Writing Task

Read the prompt: Why did people come to the gathering at the Lincoln Memorial? Name the writer's job, then write a response that does that job.

How Do We Measure the Level of Thinking?

● NOTICE	Writes without reading the prompt.
■ CHOOSE	Names the topic but not the job.
▼ SHOW	Names the writer's job.
▲ OWN	Names the job and plans to do it.
◆ DEFEND	Names the job and defends the plan.

Standards Sweep WRITING Tracking Sheet

Writing • Prepare M2

Guided Practice, work through the five thinking levels.

GRADE 4 • PREPARE • MODULE 2 • THE SAME IDEA, MANY JOBS, PURPOSE

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



NOTICE
Foundational

Name the Purpose

Writing has a purpose. Match each sentence to inform, explain, or persuade.



CHOOSE
Emergent

Choose the Explaining Sentence

Explaining tells why or how. Choose the sentence written to explain.



SHOW
Visible

Write for a Purpose

Pick the purpose to explain. Write one sentence that explains.



OWN
Independent

Write for a Purpose on Your Own

For the prompt, write to explain on your own.



DEFEND
Reflective

Defend the Purpose

Look at your writing. Explain how it matches your purpose.

Show What You Know , Your Writing

Grade 4 • Prepare • Module 2 • The Same Idea, Many Jobs, Purpose

Writing • Prepare M2

Your Writing Task

What did President Kennedy want Americans to do, and why? Write to explain, using a reason and evidence.

How Do We Measure the Level of Thinking?

● NOTICE	No clear purpose.
■ CHOOSE	Purpose is unclear.
▼ SHOW	Matches one purpose.
▲ OWN	Matches the purpose with fitting words.
◆ DEFEND	Matches the purpose and defends it.

Standards Sweep WRITING Tracking Sheet

Writing • Prepare M3

Guided Practice, work through the five thinking levels.

GRADE 4 • PREPARE • MODULE 3 • CHOOSE THE ROUTE AND THE PLANNING TOOL

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



NOTICE
Foundational

Pick a Planning Tool

Writers plan first. Match the tool to the job.



CHOOSE
Emergent

Choose the Fitting Tool

Different prompts need different tools. Choose the tool that fits a WHY prompt.



SHOW
Visible

Make a Quick Plan

Plan before you write. List a thesis and two reasons.



OWN
Independent

Plan on Your Own

For the prompt, make a plan on your own.



DEFEND
Reflective

Defend Your Plan

Look at your plan. Explain how the plan will help you write.

Show What You Know , Your Writing

Grade 4 • Prepare • Module 3 • Choose the Route and the Planning Tool

Writing • Prepare M3

Your Writing Task

Why did the narrator remember the gathering? Choose a planning tool, make a quick plan, then write your response.

How Do We Measure the Level of Thinking?

● NOTICE	Writes with no plan.
■ CHOOSE	Makes a weak or unordered plan.
▼ SHOW	Makes a plan with thesis and reasons.
▲ OWN	Makes an ordered plan and uses it.
◆ DEFEND	Makes a strong plan and defends it.

Standards Sweep WRITING Tracking Sheet

Writing • Prepare M4

Guided Practice, work through the five thinking levels.

GRADE 4 • PREPARE • MODULE 4 • INDEPENDENT GENRE DECISION AND RESPONSE

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



NOTICE
Foundational

Which Genre?

Prompts call for different genres. Match the prompt to its genre.



CHOOSE
Emergent

Choose the Genre Cue

Genre cues are in the prompt. Choose the word that signals argument.



SHOW
Visible

Plan for the Genre

Plan the right genre. Write the claim or thesis your genre needs.



OWN
Independent

Write Independently

For the prompt, decide the genre and write a full response on your own.



DEFEND
Reflective

Defend Your Genre Choice

Look at your response. Explain how it fits the genre the prompt called for.

Show What You Know , Your Writing

Grade 4 • Prepare • Module 4 • Independent Genre Decision and Response

Writing • Prepare M4

Your Writing Task

Should students serve their community? Decide the genre the prompt calls for, then write a full response in that genre.

How Do We Measure the Level of Thinking?

● NOTICE	Writes in the wrong genre.
■ CHOOSE	Genre is unclear.
▼ SHOW	Writes in the right genre.
▲ OWN	Writes a full response in the right genre.
◆ DEFEND	Writes in the right genre and defends the choice.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 1 • MODULE 1 • SHORT CONSTRUCTED RESPONSE, BUILDING A THESIS WITH EVIDENCE

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



NOTICE

Foundational

Find the Thesis and the Evidence

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



CHOOSE

Emergent

Choose the Stronger Word

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



SHOW

Visible

Show Thesis, Evidence, and Explanation

Put the three parts together. Write a thesis, add the evidence, then explain what it proves.



OWN

Independent

Write Your Own Response

Now write a full Short Constructed Response on your own. Include a thesis, one piece of exact evidence, and an explanation.



DEFEND

Reflective

Upgrade and Defend

Read your response again. Upgrade one word to show stronger thinking, then explain why the new word is better.

Show What You Know , Your Writing

Writing • Cluster 1 M1

Grade 4 • Cluster 1 • Module 1 • Short Constructed Response, Building a Thesis with Evidence

Your Writing Task

Why did the barons want the king to follow rules? Write a Short Constructed Response with a thesis (central idea), one piece of exact evidence from the passage, and an explanation of what it proves.

How Do We Measure the Level of Thinking?

● NOTICE	Retells a fact from the passage without answering the prompt.
■ CHOOSE	States an idea but gives no evidence, or evidence with no explanation.
▼ SHOW	States a thesis and gives one piece of evidence, with a simple explanation.
▲ OWN	States a clear thesis, gives exact evidence, and explains what it proves.
◆ DEFEND	States a precise thesis, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 1 • MODULE 2 • BUILD A STRONG THESIS (CENTRAL IDEA)

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



NOTICE
Foundational

Spot the Thesis

A thesis is the sentence that answers the prompt. Find the sentence that could be a thesis.



CHOOSE
Emergent

Choose the Stronger Thesis

Both answer the prompt. Choose the one that states a clear, complete central idea.



SHOW
Visible

Add a Reason Word

Sharpen a WHY thesis. Add a reason word (because, since) to make the central idea clear.



OWN
Independent

Write Your Own Thesis

Write a strong thesis for the prompt on your own. Answer the whole prompt with one clear central idea.



DEFEND
Reflective

Upgrade and Defend

Look at your thesis again. Upgrade one word to make the central idea sharper, then explain why.

Show What You Know , Your Writing

Grade 4 • Cluster 1 • Module 2 • Build a Strong Thesis (Central Idea)

Writing • Cluster 1 M2

Your Writing Task

Why did the barons force the king to sign the Magna Carta? Write a strong thesis (central idea) that answers the whole prompt, then add one piece of evidence and an explanation.

How Do We Measure the Level of Thinking?

● NOTICE	Writes a sentence that does not answer the prompt.
■ CHOOSE	Answers part of the prompt with a vague thesis.
▼ SHOW	States a clear thesis that answers the prompt.
▲ OWN	States a clear, complete thesis with a reason word.
◆ DEFEND	States a precise, complete thesis and upgrades word choice on purpose.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 1 • MODULE 3 • PROVE IT WITH STRONG EVIDENCE

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



NOTICE
Foundational

Find Evidence That Fits

Not every detail supports the thesis. Find the detail that connects to the central idea.



CHOOSE
Emergent

Use the CSI Test

Check evidence with CSI: does it Connect, Support, and lead to an Idea? Choose the stronger evidence.



SHOW
Visible

Quote the Exact Words

Strong evidence uses the exact words. Write the evidence sentence with quotation marks.



OWN
Independent

Choose Your Own Evidence

For the prompt, choose one strong piece of evidence on your own. Make sure it passes the CSI test.



DEFEND
Reflective

Defend Your Evidence

Look at your evidence. Explain why it is strong using the CSI test.

Your Writing Task

How did the Magna Carta limit the king's power? Write a thesis (central idea), choose one strong piece of exact evidence, and get ready to explain it.

How Do We Measure the Level of Thinking?

 NOTICE	Uses a detail that does not support the thesis.
 CHOOSE	Uses a detail that only partly supports the thesis.
 SHOW	Uses evidence that connects to the thesis.
 OWN	Uses strong, exact evidence that passes the CSI test.
 DEFEND	Uses strong, exact evidence and defends it with the CSI test.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 1 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 1 • MODULE 4 • MAKE THE EVIDENCE MEAN SOMETHING

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



NOTICE

Foundational

Spot the Explanation

The explanation tells what the evidence proves. Find the sentence that explains, not just repeats.



CHOOSE

Emergent

Choose the Real Explanation

One choice repeats, one explains. Choose the sentence that tells what the evidence proves.



SHOW

Visible

Write the Explanation

Add an explanation after the evidence. Tell what it proves and why it matters.



OWN

Independent

Write the Full Response

Put all three parts together. Write a full response with thesis, evidence, and explanation.



DEFEND

Reflective

Upgrade and Defend

Read your explanation again. Upgrade one word to show stronger thinking, then defend it.

Your Writing Task

Why was the Magna Carta an important document? Write a full Short Constructed Response with a thesis (central idea), one piece of exact evidence, and an explanation of what it proves.

How Do We Measure the Level of Thinking?

● NOTICE	Repeats the evidence without explaining it.
■ CHOOSE	Gives a weak explanation that restates the quote.
▼ SHOW	Explains what the evidence proves.
▲ OWN	Explains what the evidence proves and connects it to the thesis.
◆ DEFEND	Explains clearly, connects to the thesis, and upgrades word choice on purpose.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 2 • MODULE 1 • GROWING THE TREE

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



NOTICE
Foundational

Name the Parts of the Tree

The writing tree has a trunk (thesis), branches (reasons), and leaves (evidence). **Match each part to the writing it names.**



CHOOSE
Emergent

Choose the Trunk

The trunk holds up the whole tree. **Choose the sentence that could be the trunk (thesis).**



SHOW
Visible

Add a Branch and a Leaf

A branch is a reason; a leaf is the evidence. **Add one branch and one leaf to the trunk.**



OWN
Independent

Plan Your Tree

Plan a full response like a tree on your own. **Write a trunk, one branch, and one leaf.**



DEFEND
Reflective

Check the Tree

Look at your plan. **Check that every branch and leaf connects to the trunk, then fix one that does not.**

Your Writing Task

Why are renewable resources helpful? Plan and write an informative response with a trunk (thesis), a branch (reason), and a leaf (evidence).

How Do We Measure the Level of Thinking?

● NOTICE	Lists parts with no thesis.
■ CHOOSE	Has a thesis but reasons or evidence do not connect.
▼ SHOW	Builds a trunk with one branch and one leaf.
▲ OWN	Builds a clear trunk with connected branches and leaves.
◆ DEFEND	Builds a clear tree and prunes parts that do not connect.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 2 • MODULE 2 • WRITING THESIS (CENTRAL IDEA)

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



NOTICE
Foundational

Find the Topic and the Point

A thesis names a topic AND a point. Find the topic and the point in the thesis.



CHOOSE
Emergent

Choose the Clearer Thesis

Both name the topic. Choose the one with a clear point.



SHOW
Visible

Add the Point

Turn a topic into a thesis. Add a point that answers the prompt.



OWN
Independent

Write Your Own Thesis

Write a thesis for the prompt on your own. Name the topic and add your point.



DEFEND
Reflective

Upgrade and Defend

Read your thesis again. Upgrade one word to sharpen the point, then defend it.

Your Writing Task

Why was Columbus's voyage important? Write a clear thesis (central idea) that names the topic and your point, then add one piece of evidence and an explanation.

How Do We Measure the Level of Thinking?

 NOTICE	Names a topic with no point.
 CHOOSE	Gives a vague point.
 SHOW	Names the topic and a clear point.
 OWN	Names the topic and a sharp, clear point.
 DEFEND	Writes a sharp thesis and upgrades word choice on purpose.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 2 • MODULE 3 • ORGANIZING REASONS AND WAYS

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



NOTICE
Foundational

List the Reasons

Reasons and ways support the thesis. **Find two reasons that support the thesis.**



CHOOSE
Emergent

Choose the Better Order

Order helps the reader follow. **Choose the clearer order of two reasons.**



SHOW
Visible

Add an Order Word

Connect two reasons. **Add an order word between them.**



OWN
Independent

Organize on Your Own

Plan two organized reasons for the prompt on your own. **Use order words.**



DEFEND
Reflective

Check the Order

Look at your reasons. **Check that the order makes sense, then fix one that is out of place.**

Your Writing Task

Why are renewable resources helpful? Write a thesis (central idea), then organize two reasons with order words, adding evidence for each.

How Do We Measure the Level of Thinking?

 NOTICE	Lists reasons with no order.
 CHOOSE	Gives reasons but the order is unclear.
 SHOW	Organizes two reasons in a clear order.
 OWN	Organizes reasons with clear order words tied to the thesis.
 DEFEND	Organizes reasons well and revises the order for clarity.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 2 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 2 • MODULE 4 • CHOOSING EVIDENCE

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



NOTICE
Foundational

Match Evidence to a Reason

Each reason needs evidence. Find the evidence that fits the reason.



CHOOSE
Emergent

Choose the Strongest Evidence

Some evidence is stronger. Choose the piece that best proves the reason.



SHOW
Visible

Quote the Exact Words

Strong evidence uses exact words. Write the evidence with quotation marks.



OWN
Independent

Choose Evidence on Your Own

For the prompt, choose evidence for two reasons on your own. Quote the exact words.



DEFEND
Reflective

Defend Your Evidence

Look at your evidence. Explain why each piece fits its reason.

Your Writing Task

Why are renewable resources helpful? Write a thesis (central idea), give two reasons, and choose one strong, exact piece of evidence for each.

How Do We Measure the Level of Thinking?

 NOTICE	Uses evidence that does not fit the reason.
 CHOOSE	Uses evidence that only partly fits.
 SHOW	Matches one strong quote to a reason.
 OWN	Matches strong, exact evidence to each reason.
 DEFEND	Matches strong evidence and defends why it fits.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 3 • MODULE 1 • YOUR FIRST FULL TREES RESPONSE

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



NOTICE
Foundational

Name the TREES Parts

TREES stands for Topic, Reasons, Evidence, Explanation, Summary. Match each letter to the part it names.



CHOOSE
Emergent

Choose the Topic Sentence

The topic sentence states the central idea. Choose the sentence that could be the T.



SHOW
Visible

Add Reason, Evidence, Explanation

The middle of TREES proves the topic. Add one reason, one piece of evidence, and one explanation.



OWN
Independent

Write Your TREES Response

Write a full TREES response on your own. Include all five parts.



DEFEND
Reflective

Check the Summary

The summary wraps up the central idea. Check that your summary matches your topic, then fix it if not.

Your Writing Task

How did Texas's choice to join the United States affect the country? Write a full TREES response with a topic sentence, a reason, evidence, an explanation, and a summary.

How Do We Measure the Level of Thinking?

 NOTICE	Writes parts with no clear topic.
 CHOOSE	Has a topic but is missing reasons or evidence.
 SHOW	Builds a topic with a reason and evidence.
 OWN	Builds a full TREES response with all five parts.
 DEFEND	Builds a full TREES response and revises the summary to match.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 3 • MODULE 2 • RECOGNIZING RELATIONAL PROMPT TYPES

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



NOTICE
Foundational

Name the Prompt Type

Prompts ask in different ways. Decide if this prompt asks HOW or WHY.



CHOOSE
Emergent

Choose the Matching Thesis

The thesis should match the prompt type. Choose the thesis that fits the HOW prompt.



SHOW
Visible

Shape a WHY Thesis

A WHY prompt needs a reason. Turn the prompt into a WHY thesis with a reason word.



OWN
Independent

Write a Matching Thesis

For the prompt, write a thesis that matches its type on your own.



DEFEND
Reflective

Defend the Match

Look at your thesis. Explain how it matches the prompt type.

Your Writing Task

How did patrons help artists in the past? Write a thesis that matches the HOW prompt, then add evidence and an explanation.

How Do We Measure the Level of Thinking?

 NOTICE	Thesis does not match the prompt type.
 CHOOSE	Thesis partly matches the prompt.
 SHOW	Thesis matches the prompt type.
 OWN	Thesis matches with fitting signal words.
 DEFEND	Thesis matches and the writer defends the match.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 3 • MODULE 3 • MAGNIFYING MANY IDEAS INTO THREE

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



NOTICE
Foundational

List Many Ideas

Start with many ideas. List three or more reasons that could support the thesis.



CHOOSE
Emergent

Choose the Three Strongest

Not every idea is strong. Choose the three strongest reasons.



SHOW
Visible

Trim to Three

Magnify the best ideas. Write your three chosen reasons in order.



OWN
Independent

Narrow on Your Own

For the prompt, list ideas and narrow to three on your own.



DEFEND
Reflective

Defend Your Three

Look at your three reasons. Explain why each one is strong.

Your Writing Task

How do ideas last through time? Choose your three strongest reasons and write a response that uses them with evidence.

How Do We Measure the Level of Thinking?

● NOTICE	Lists many ideas with no thesis.
■ CHOOSE	Chooses reasons that are weak or repeat.
▼ SHOW	Narrows to three reasons.
▲ OWN	Narrows to three strong, connected reasons.
◆ DEFEND	Narrows to three and defends each choice.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 3 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 3 • MODULE 4 • MATCHING REASONS, EVIDENCE, AND EXPLANATION

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



NOTICE
Foundational

Match Evidence to a Reason

Each reason needs its own evidence. **Match the evidence to the correct reason.**



CHOOSE
Emergent

Choose the Matching Explanation

Explanation tells what the evidence proves. **Choose the explanation that fits the reason.**



SHOW
Visible

Build One Full Part

Put one reason together. **Write a reason, its evidence, and its explanation.**



OWN
Independent

Write a Matched Response

Write a response where each reason has matched evidence and explanation, on your own.



DEFEND
Reflective

Defend the Matches

Look at your response. **Explain how each reason, evidence, and explanation connect.**

Your Writing Task

How did trade routes help ideas spread? Write a response where each reason has its own matched evidence and explanation.

How Do We Measure the Level of Thinking?

 NOTICE	Evidence does not match the reasons.
 CHOOSE	Some evidence matches, some does not.
 SHOW	Matches evidence to each reason.
 OWN	Matches evidence and explanation to each reason.
 DEFEND	Matches all parts and defends the connections.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 4 • MODULE 1 • CREATURES FOUNDATION

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



NOTICE
Foundational

What Is a Claim?

A claim states what you believe. **Find the sentence that is a claim.**



CHOOSE
Emergent

Choose the Stronger Claim

A strong claim is clear and firm. **Choose the stronger claim.**



SHOW
Visible

Add a Reason

A claim needs a reason. **Add one reason that supports the claim.**



OWN
Independent

State Your Own Claim

For the prompt, write a clear claim with a reason on your own.



DEFEND
Reflective

Defend Your Claim

Look at your claim. **Explain why it is clear and firm.**

Your Writing Task

Was Mansa Musa a wise leader? State a clear claim, give one reason, and support it with evidence from the passage.

How Do We Measure the Level of Thinking?

 NOTICE	States a fact, not a claim.
 CHOOSE	States a weak or unsure claim.
 SHOW	States a clear claim with a reason.
 OWN	States a firm claim with a supported reason.
 DEFEND	States a firm claim and defends it.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 4 • MODULE 2 • FROM FACTS TO A COHERENT CASE

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



NOTICE
Foundational

Which Fact Helps?

A case uses facts that support the claim. Find the fact that supports the claim.



CHOOSE
Emergent

Choose the Linking Word

Linking words build a case. Choose the word that links a fact to the claim.



SHOW
Visible

Link a Fact

Build one part of the case. Link a fact to the claim with a linking word.



OWN
Independent

Build Your Case

For the prompt, link two facts to your claim on your own.



DEFEND
Reflective

Defend the Case

Look at your case. Explain how your facts connect to the claim.

Your Writing Task

Did trade make Mali wealthy? Build a coherent case that links two facts to your claim with linking words.

How Do We Measure the Level of Thinking?

 NOTICE	Lists facts with no link to the claim.
 CHOOSE	Links some facts weakly.
 SHOW	Links facts to the claim.
 OWN	Links facts with clear linking words.
 DEFEND	Links facts and defends the case.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 4 • MODULE 3 • UNDERSTANDING OTHERS AND REBUTTAL

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



NOTICE
Foundational

Name the Other Side

A rebuttal answers another view. Find the other point of view.



CHOOSE
Emergent

Choose the Rebuttal Word

Rebuttal words signal an answer. Choose the word that begins a rebuttal.



SHOW
Visible

Write a Rebuttal

Answer the other side. Write a rebuttal that keeps your claim strong.



OWN
Independent

Rebut on Your Own

For the prompt, name a different view and answer it on your own.



DEFEND
Reflective

Defend the Rebuttal

Look at your rebuttal. Explain how it answers the other side.

Your Writing Task

Which Texas region is best for business? Make a claim, then name another point of view and answer it with a rebuttal.

How Do We Measure the Level of Thinking?

 NOTICE	Ignores other points of view.
 CHOOSE	Names another view but does not answer it.
 SHOW	Names and answers another view.
 OWN	Answers with a clear rebuttal word.
 DEFEND	Answers well and defends the rebuttal.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 4 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 4 • MODULE 4 • ENDING, SIGNIFICANCE, AND THE FULL PAPER

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



NOTICE
Foundational

Spot the Conclusion

A conclusion restates the claim and its importance. **Find the conclusion sentence.**



CHOOSE
Emergent

Choose the Stronger Ending

An ending should show significance. **Choose the ending that tells why it matters.**



SHOW
Visible

Write the Conclusion

Write a conclusion. **Restate the claim and add why it matters.**



OWN
Independent

Finish the Full Paper

Put the claim, case, rebuttal, and conclusion together on your own.



DEFEND
Reflective

Defend the Ending

Look at your conclusion. **Explain how it wraps up your argument.**

Your Writing Task

Was Mansa Musa a wise leader? Write a full argument with a claim, reasons, a rebuttal, and a conclusion that tells why it matters.

How Do We Measure the Level of Thinking?

● NOTICE	Ends with no conclusion.
■ CHOOSE	Restates the claim but not its importance.
▼ SHOW	Restates the claim and its importance.
▲ OWN	Writes a full paper with a strong conclusion.
◆ DEFEND	Writes a full paper and defends the ending.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 5 • MODULE 1 • BUILDING THE EVIDENCE BRIDGE

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



NOTICE
Foundational

Find the Bridge

A bridge links evidence to the thesis. **Find the sentence that bridges them.**



CHOOSE
Emergent

Choose the Real Bridge

A bridge explains, it does not repeat. **Choose the sentence that bridges.**



SHOW
Visible

Write the Bridge

Add a bridge after evidence. **Explain how the evidence proves the thesis.**



OWN
Independent

Bridge on Your Own

For the prompt, write a thesis, evidence, and a bridge on your own.



DEFEND
Reflective

Defend the Bridge

Look at your bridge. **Explain how it links evidence to the thesis.**

Your Writing Task

How did the Renaissance change the way people thought? Write a thesis, add evidence, and build a bridge that explains the link.

How Do We Measure the Level of Thinking?

 NOTICE	Leaves evidence with no bridge.
 CHOOSE	Bridges weakly by repeating.
 SHOW	Bridges evidence to the thesis.
 OWN	Bridges clearly and connects to the thesis.
 DEFEND	Bridges clearly and defends the link.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 5 • MODULE 2 • HOW IDEAS CONNECT AND DIFFER

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



NOTICE
Foundational

Connect or Differ?

Ideas can connect or differ. **Decide if the two ideas connect or differ.**



CHOOSE
Emergent

Choose the Compare Word

Compare words show the link. **Choose the word that shows two ideas differ.**



SHOW
Visible

Show Connect and Differ

Write one compare sentence. **Show how the ideas both connect and differ.**



OWN
Independent

Compare on Your Own

For the prompt, compare two ideas on your own.



DEFEND
Reflective

Defend the Comparison

Look at your comparison. **Explain how you showed both connection and difference.**

Your Writing Task

How did art and government both change in the Renaissance? Compare the two, showing how they connect and how they differ.

How Do We Measure the Level of Thinking?

 NOTICE	Compares with no connection or difference.
 CHOOSE	Shows only a connection or only a difference.
 SHOW	Shows how ideas connect and differ.
 OWN	Shows connection and difference with compare words.
 DEFEND	Compares clearly and defends the comparison.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 5 • MODULE 3 • THE RRR CONCLUSION PARAGRAPH

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



NOTICE
Foundational

Name the Three Rs

RRR means Restate, Reflect, Reinforce. Match each R to what it does.



CHOOSE
Emergent

Choose the Reinforce Sentence

Reinforce shows importance. Choose the sentence that reinforces.



SHOW
Visible

Write the RRR Conclusion

Write a short conclusion. Restate, reflect, and reinforce in two or three sentences.



OWN
Independent

Conclude on Your Own

For the prompt, write an RRR conclusion on your own.



DEFEND
Reflective

Defend the Conclusion

Look at your conclusion. Point to the Restate, Reflect, and Reinforce parts.

Your Writing Task

How did the Renaissance change the way people thought? Write a response and finish with an RRR conclusion (Restate, Reflect, Reinforce).

How Do We Measure the Level of Thinking?

 NOTICE	Ends with no conclusion.
 CHOOSE	Restates only.
 SHOW	Restates and reflects.
 OWN	Writes a full RRR conclusion.
 DEFEND	Writes an RRR conclusion and defends the three Rs.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 5 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 5 • MODULE 4 • SEEING THE STRUCTURE THROUGH COLOR

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



NOTICE
Foundational

Color the Parts

Each part gets a color: thesis, evidence, explanation. **Match each sentence to its color.**



CHOOSE
Emergent

Which Color Is Missing?

A complete response has all three colors. **Find the part that is missing.**



SHOW
Visible

Add the Missing Part

Complete the structure. **Write the missing explanation (green).**



OWN
Independent

Color Your Own Response

Write a full response and color-code it on your own.



DEFEND
Reflective

Defend the Structure

Look at your colors. **Explain how the colors show your structure is complete.**

Your Writing Task

Why is music a powerful way to connect people in Texas? Write a response and color-code the thesis, evidence, and explanation to show it is complete.

How Do We Measure the Level of Thinking?

● NOTICE	Missing more than one part.
■ CHOOSE	Missing one part.
▼ SHOW	Has all three parts.
▲ OWN	Has all three parts, clearly color-coded.
◆ DEFEND	Has all three parts and defends the structure.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 6 • MODULE 1 • IF YOU HAVE TO DECIDE, DECLARE THE CLAIM

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



NOTICE
Foundational

Decision or Fact?

A decision prompt asks you to choose. **Decide which prompt asks for a claim.**



CHOOSE
Emergent

Choose the Clear Claim

A claim picks a side. **Choose the clearer claim.**



SHOW
Visible

Declare a Claim

Pick a side and declare it. **Write a claim with one reason.**



OWN
Independent

Declare on Your Own

For the prompt, declare your claim on your own.



DEFEND
Reflective

Defend the Declaration

Look at your claim. **Explain why your side is clear.**

Your Writing Task

Which is more useful to know, today's weather or the climate? Declare a clear claim and give one reason.

How Do We Measure the Level of Thinking?

 NOTICE	Does not pick a side.
 CHOOSE	Picks a side but the claim is vague.
 SHOW	Declares a clear claim.
 OWN	Declares a clear claim with a reason.
 DEFEND	Declares a claim and defends it.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 6 • MODULE 2 • MAGNIFY ONE CLAIM INTO THREE STRONG REASONS

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



NOTICE
Foundational

One Claim, Many Reasons

A strong argument has several reasons. Find reasons that support the claim.



CHOOSE
Emergent

Choose the Strong Reason

Some reasons are stronger. Choose the stronger reason.



SHOW
Visible

Grow Three Reasons

Magnify the claim. Write three strong reasons.



OWN
Independent

Magnify on Your Own

For the prompt, grow your claim into three reasons on your own.



DEFEND
Reflective

Defend the Three

Look at your reasons. Explain why each is strong.

Show What You Know , Your Writing

Writing • Cluster 6 M2

Grade 4 • Cluster 6 • Module 2 • Magnify One Claim into Three Strong Reasons

Your Writing Task

Is the Coastal Plains a great region to live in? State a claim and support it with three strong reasons and evidence.

How Do We Measure the Level of Thinking?

● NOTICE	Gives one weak reason.
■ CHOOSE	Gives reasons that are vague.
▼ SHOW	Gives three reasons.
▲ OWN	Gives three strong, connected reasons.
◆ DEFEND	Gives three reasons and defends each.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 6 • MODULE 3 • FINISHING THE ARGUMENTATIVE PAPER

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



NOTICE
Foundational

Evidence for a Reason

Each reason needs evidence. Find the evidence that fits the reason.



CHOOSE
Emergent

Choose the Better Support

Strong evidence proves the reason. Choose the better support.



SHOW
Visible

Add Evidence and Explanation

Build one full reason. Add evidence and an explanation.



OWN
Independent

Finish the Paper

Put claim, three reasons with evidence, and a close together on your own.



DEFEND
Reflective

Defend the Paper

Look at your paper. Explain how each reason has evidence that supports the claim.

Your Writing Task

Is the Coastal Plains a great region to live in? Write a full argument with a claim, three reasons, evidence for each, and a close.

How Do We Measure the Level of Thinking?

 NOTICE	Reasons have no evidence.
 CHOOSE	Some reasons have weak evidence.
 SHOW	Reasons have matching evidence.
 OWN	Full paper with evidence for each reason.
 DEFEND	Full paper and defends the support.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 6 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 6 • MODULE 4 • BEGINNING AND ENDING AN ARGUMENT

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



NOTICE
Foundational

Hook or Claim?

An introduction has a hook and a claim. **Match each part.**



CHOOSE
Emergent

Choose the Better Hook

A hook draws the reader in. **Choose the stronger hook.**



SHOW
Visible

Write a Hook and Claim

Open your argument. **Write a hook, then your claim.**



OWN
Independent

Open and Close on Your Own

For the prompt, write an introduction and conclusion on your own.



DEFEND
Reflective

Defend the Frame

Look at your opening and closing. **Explain how they frame your argument.**

Your Writing Task

Is the Coastal Plains a great region to live in? Write an introduction with a hook and claim, and a conclusion that restates your claim and why it matters.

How Do We Measure the Level of Thinking?

 NOTICE	No hook or clear claim.
 CHOOSE	Weak hook or missing conclusion.
 SHOW	Has a hook, claim, and conclusion.
 OWN	Has a strong hook and a restated conclusion.
 DEFEND	Frames the argument well and defends the frame.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 7 • MODULE 1 • PATHS CONNECT PEOPLE

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



NOTICE
Foundational

Find the Connection

The poem shows roads connecting people. Find a line that shows connection.



CHOOSE
Emergent

Choose the Best Detail

Some details show connection best. Choose the strongest detail.



SHOW
Visible

Explain the Detail

Tell what the detail shows. Write an explanation of your detail.



OWN
Independent

Write on Your Own

For the prompt, write a central idea, a detail, and an explanation on your own.



DEFEND
Reflective

Defend Your Idea

Look at your response. Explain how your detail proves your central idea.

Your Writing Task

How did paths and roads connect people? Write a central idea, choose a detail from the poem, and explain what it shows.

How Do We Measure the Level of Thinking?

 NOTICE	Retells the poem with no idea.
 CHOOSE	States an idea with a weak detail.
 SHOW	States an idea with a fitting detail.
 OWN	States an idea, detail, and explanation.
 DEFEND	States a clear idea and defends the detail.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 7 • MODULE 2 • PEOPLE CARRY MORE THAN THINGS

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



NOTICE
Foundational

Goods or Ideas?

Roads carried goods AND ideas. **Decide which line is about ideas.**



CHOOSE
Emergent

Choose the Idea Detail

Some details show ideas moving. **Choose the detail about ideas.**



SHOW
Visible

Explain the Idea

Tell what it shows. **Write an explanation about ideas traveling.**



OWN
Independent

Write on Your Own

For the prompt, write a central idea, a detail, and an explanation on your own.



DEFEND
Reflective

Defend Your Idea

Look at your response. **Explain how your detail shows ideas traveled.**

Your Writing Task

How did travelers carry more than goods? Write a central idea, choose a detail from the poem, and explain what it shows.

How Do We Measure the Level of Thinking?

● NOTICE	Retells with no idea.
■ CHOOSE	Weak detail.
▼ SHOW	Fitting detail.
▲ OWN	Idea, detail, and explanation.
◆ DEFEND	Clear idea and defended detail.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 7 • MODULE 3 • CONNECTIONS CREATE CHANGE

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



NOTICE
Foundational

Find the Change

Connections can bring change. Find a line that shows change.



CHOOSE
Emergent

Choose the Change Detail

Some details show change best. Choose the detail about change.



SHOW
Visible

Explain the Change

Tell what changed. Write an explanation of the change.



OWN
Independent

Write on Your Own

For the prompt, write a central idea, a detail, and an explanation on your own.



DEFEND
Reflective

Defend Your Idea

Look at your response. Explain how your detail shows change.

Your Writing Task

How did connections between people create change? Write a central idea, choose a detail from the poem, and explain the change.

How Do We Measure the Level of Thinking?

● NOTICE	Retells with no idea.
■ CHOOSE	Weak detail.
▼ SHOW	Fitting detail.
▲ OWN	Idea, detail, and explanation.
◆ DEFEND	Clear idea and defended detail.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 7 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 7 • MODULE 4 • WHAT WILL WE CARRY FORWARD?

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



NOTICE
Foundational

Find What Lasts

The poem shows ideas lasting. Find a line about carrying ideas forward.



CHOOSE
Emergent

Choose the Best Detail

Some details show lasting best. Choose the strongest detail.



SHOW
Visible

Explain What Lasts

Tell what lasts and how. Write an explanation.



OWN
Independent

Write on Your Own

For the prompt, write a central idea, a detail, and an explanation on your own.



DEFEND
Reflective

Defend Your Idea

Look at your response. Explain how your detail shows ideas carried forward.

Your Writing Task

How do we carry ideas forward to the future? Write a central idea, choose a detail from the poem, and explain what lasts.

How Do We Measure the Level of Thinking?

● NOTICE	Retells with no idea.
■ CHOOSE	Weak detail.
▼ SHOW	Fitting detail.
▲ OWN	Idea, detail, and explanation.
◆ DEFEND	Clear idea and defended detail.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M1

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 8 • MODULE 1 • PLACE, WHERE DOES CHANGE BEGIN?

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



NOTICE
Foundational

Find the Role of Place

Place shapes a society. Find the sentence about how place matters.



CHOOSE
Emergent

Choose the Best Evidence

Some evidence proves the role of place. Choose the stronger evidence.



SHOW
Visible

Explain the Evidence

Tell what it proves. Write an explanation.



OWN
Independent

Write on Your Own

For the prompt, write a central idea, evidence, and explanation on your own.



DEFEND
Reflective

Defend Your Idea

Look at your response. Explain how your evidence proves the central idea.

Show What You Know , Your Writing

Grade 4 • Cluster 8 • Module 1 • PLACE, Where Does Change Begin?

Writing • Cluster 8 M1

Your Writing Task

How does the place where people live shape a society? Write a central idea, choose evidence, and explain what it shows.

How Do We Measure the Level of Thinking?

● NOTICE	Retells with no idea.
■ CHOOSE	Weak evidence.
▼ SHOW	Fitting evidence.
▲ OWN	Idea, evidence, and explanation.
◆ DEFEND	Clear idea and defended evidence.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M2

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 8 • MODULE 2 • IDEAS AND CHOICES, HOW DO PEOPLE CHANGE A SOCIETY?

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



NOTICE
Foundational

Ideas or Place?

Both place and ideas shape a society. Find the sentence about ideas.



CHOOSE
Emergent

Choose the Best Evidence

Some evidence shows ideas at work. Choose the stronger evidence.



SHOW
Visible

Explain the Evidence

Tell what it proves. Write an explanation.



OWN
Independent

Write on Your Own

For the prompt, write a central idea, evidence, and explanation on your own.



DEFEND
Reflective

Defend Your Idea

Look at your response. Explain how your evidence proves the central idea.

Show What You Know , Your Writing

Writing • Cluster 8 M2

Grade 4 • Cluster 8 • Module 2 • IDEAS AND CHOICES, How Do People Change a Society?

Your Writing Task

How can ideas and choices change a society? Write a central idea, choose evidence, and explain what it shows.

How Do We Measure the Level of Thinking?

● NOTICE	Retells with no idea.
■ CHOOSE	Weak evidence.
▼ SHOW	Fitting evidence.
▲ OWN	Idea, evidence, and explanation.
◆ DEFEND	Clear idea and defended evidence.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M3

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 8 • MODULE 3 • LEGACY AND EVIDENCE, WHAT DO WE KNOW AND HOW?

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



NOTICE

Foundational

How Do We Know?

Historians study evidence. Find the sentence about how they learn.



CHOOSE

Emergent

Choose the Best Evidence

Some evidence shows why one source is not enough. Choose the stronger evidence.



SHOW

Visible

Explain the Evidence

Tell what it proves. Write an explanation.



OWN

Independent

Write on Your Own

For the prompt, write a central idea, evidence, and explanation on your own.



DEFEND

Reflective

Defend Your Idea

Look at your response. Explain how your evidence proves the central idea.

Your Writing Task

How do historians learn about the past? Write a central idea, choose evidence, and explain why one source is not enough.

How Do We Measure the Level of Thinking?

● NOTICE	Retells with no idea.
■ CHOOSE	Weak evidence.
▼ SHOW	Fitting evidence.
▲ OWN	Idea, evidence, and explanation.
◆ DEFEND	Clear idea and defended evidence.

Standards Sweep WRITING Tracking Sheet

Writing • Cluster 8 M4

Guided Practice, work through the five thinking levels.

GRADE 4 • CLUSTER 8 • MODULE 4 • SYNTHESIS, WHAT SHAPES OUR WORLD?

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



NOTICE
Foundational

Name Two Forces

A society is shaped by many forces. **Name two forces from the passage.**



CHOOSE
Emergent

Choose Evidence for Each

Each force needs evidence. **Choose evidence that fits a force.**



SHOW
Visible

Connect Two Forces

Combine two forces into one idea. **Write a sentence that connects them.**



OWN
Independent

Synthesize on Your Own

For the prompt, combine two forces with evidence on your own.



DEFEND
Reflective

Defend the Synthesis

Look at your response. **Explain how you combined two forces into one idea.**

Your Writing Task

What shapes a society? Combine two forces (such as place and ideas), give evidence for each, and connect them into one central idea.

How Do We Measure the Level of Thinking?

● NOTICE	Names one force only.
■ CHOOSE	Names two forces with weak evidence.
▼ SHOW	Combines two forces with evidence.
▲ OWN	Combines two forces into one clear idea.
◆ DEFEND	Synthesizes forces and defends the connection.