

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: **The cookie investigates**, not *The cookie investigate*.

A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).

**Verb = RAINDROP** (an action word).

The sun and the raindrop must agree.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ *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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

**"The cookie investigates."**

**I CAN** I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The cookie investigates.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is cookie and the verb is investigates.

(11)(D)(i) • Subject-Verb Agreement • Sheet 1 of 36 • Prepare

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is cookie and the verb is investigates.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

**"The cookie ( investigates / investigate )."**

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The cookie ( investigates / investigate ).'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "investigates" agrees with the singular subject cookie.

(11)(D)(i) • Subject-Verb Agreement • 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, "investigates" agrees with the singular subject cookie.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The cookie investigate."

I CAN I can show how to make a subject and verb agree.



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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The cookie investigate.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The cookie investigates." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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 cookie investigates." The singular subject takes the singular verb.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The cookie investigate every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The cookie investigate every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The cookie investigates every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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 cookie investigates every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | "The cookie <b>investigates</b> ."<br><i>The cookie (singular subject) matches investigates (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                             |

→ Now open your Standards Sweep Editing Tracking Sheet, 1 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, The cookie (singular subject) matches investigates (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



**NOTICE**  
Monday

The subject is cookie and the verb is investigates.



**CHOOSE**  
Tuesday

“investigates” agrees with the singular subject cookie.



**SHOW**  
Wednesday

Sample: “The cookie investigates.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The cookie investigates every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is cookie and the verb is investigates. Emergent, “investigates” agrees with the singular subject cookie. Visible, Sample: “The cookie investigates.” The singular subject takes the singular verb. Independent, Sample: “The cookie investigates every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is cookie and the verb is investigates. · “investigates” agrees with the singular subject cookie. · Sample: “The cookie investigates.” The singular subject takes the singular verb. · Sample: “The cookie investigates every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 cookie investigate the land.

What change should be made in sentence 1?

A Change investigate to investigates

B Change cookie to cookies

C Delete the word investigate

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The cookie investigate the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change investigate to investigates

**WHY THIS IS CORRECT**

The singular subject needs the singular verb, so “investigate” should be changed to “investigates.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Changing cookie to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change investigate to investigates. The singular subject needs the singular verb, so “investigate” should be changed to “investigates.””**

▶ *Walk through why the other choices are traps.*

**“Changing cookie to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change investigate to investigates

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **cafeteria**. More than one is plural: **cafeterias**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”,  
a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Singular and Plural Nouns

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 2 of 36 • Prepare



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The cafeteria was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The cafeteria was there.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "cafeteria" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "cafeteria" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( cafeteria / cafeterias ) were there."

I CAN I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( cafeteria / cafeterias ) were there.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "cafeterias" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "cafeterias" is the plural form, for more than one.

#### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many cafeteria."

I CAN I can show how to fix a singular or plural noun.



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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many cafeteria.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many cafeterias." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many cafeterias." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two cafeteria."

I CAN I can edit singular and plural nouns myself.

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Grade 5 • Prepare • 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two cafeteria.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two cafeterias." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two cafeterias." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One cafeteria became many <b>cafeterias</b> .”<br><i>cafeteria names one; cafeterias names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                                |

→ Now open your Standards Sweep Editing Tracking Sheet, 2 of 36, and complete the (11)(D)(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 Editing 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, cafeteria names one; cafeterias names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“cafeteria” names one, so it is singular.



**CHOOSE**  
Tuesday

“cafeterias” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many cafeterias.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two cafeterias.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “cafeteria” names one, so it is singular. Emergent, “cafeterias” is the plural form, for more than one. Visible, Sample: “Many cafeterias.” The plural form fits more than one. Independent, Sample: “I saw two cafeterias.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “cafeteria” names one, so it is singular. · “cafeterias” is the plural form, for more than one. · Sample: “Many cafeterias.” The plural form fits more than one. · Sample: “I saw two cafeterias.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three cafeteria in the picture.

What change should be made in sentence 1?

A Change cafeteria to cafeterias

B Delete the word cafeteria

C Capitalize cafeteria

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three cafeteria in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change cafeteria to cafeterias

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “cafeterias.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change cafeteria to cafeterias. “Three” means more than one, so the noun must be plural: “cafeterias.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change cafeteria to cafeterias

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **evidence**. A proper noun names a specific one:

**Ms. Ruiz**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The evidence was important."**

**I CAN** I recognize a common noun and a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The evidence was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "evidence" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "evidence" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( ms. ruiz / Ms. Ruiz ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( ms. ruiz / Ms. Ruiz ) was important.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "Ms. Ruiz" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Ms. Ruiz" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

**Before: "ms. ruiz was important."**

**I CAN** I can show how to capitalize a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'ms. ruiz was important.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Ms. Ruiz was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Ms. Ruiz was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about ms. ruiz."

I CAN I can edit common and proper nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about ms. ruiz.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Ms. Ruiz." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Ms. Ruiz." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A evidence can be any one, but <b>Ms. Ruiz</b> names a specific one."<br><i>evidence is common; Ms. Ruiz is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                             |

→ Now open your Standards Sweep Editing Tracking Sheet, 3 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, evidence is common; Ms. Ruiz is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“evidence” names any one, so it is a common noun.

**CHOOSE**  
Tuesday

“Ms. Ruiz” names a specific one, so it is proper and is capitalized.

**SHOW**  
Wednesday

Sample: “Ms. Ruiz was important.” The proper noun is capitalized.

**OWN**  
Thursday

Sample: “We read about Ms. Ruiz.” The proper noun keeps its capital letter.

**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**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, “evidence” names any one, so it is a common noun. Emergent, “Ms. Ruiz” names a specific one, so it is proper and is capitalized. Visible, Sample: “Ms. Ruiz was important.” The proper noun is capitalized. Independent, Sample: “We read about Ms. Ruiz.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “evidence” names any one, so it is a common noun. · “Ms. Ruiz” names a specific one, so it is proper and is capitalized. · Sample: “Ms. Ruiz was important.” The proper noun is capitalized. · Sample: “We read about Ms. Ruiz.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about ms. ruiz in class.

What change should be made in sentence 1?

- A Change ms. ruiz to Ms. Ruiz
- B Delete the word ms. ruiz
- C Change learned to learn
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about ms. ruiz in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change ms. ruiz to Ms. Ruiz

#### WHY THIS IS CORRECT

“Ms. Ruiz” is a proper noun that names a specific one, so it must begin with a capital letter.

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change ms. ruiz to Ms. Ruiz. “Ms. Ruiz” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change ms. ruiz to Ms. Ruiz

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **mystery**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was mystrey important."

I CAN I recognize a misspelled high-frequency word.

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Grade 5 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was mystrey important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "mystrey" is spelled wrong; the correct spelling is mystery.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "mystrey" is spelled wrong; the correct spelling is mystery.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( mystrey / mystery )"

**I CAN** I can choose the correct spelling, with support.

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Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( mystrey / mystery )'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "mystery" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "mystery" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "mystrey"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'mystrey'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "mystery." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "mystery." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was mystrey true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was mystrey true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was mystery true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was mystery true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "mystrey" → After: " <b>mystery</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 4 of 36, and complete the (11)(D)(xxxv) 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 Editing 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: "mystery" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

"mystrey" is spelled wrong; the correct spelling is mystery.



**CHOOSE**  
Tuesday

"mystery" is the correct spelling.



**SHOW**  
Wednesday

Sample: "mystery." The word is now spelled correctly.



**OWN**  
Thursday

Sample: "It was mystery true." The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, "mystrey" is spelled wrong; the correct spelling is mystery. Emergent, "mystery" is the correct spelling. Visible, Sample: "mystery." The word is now spelled correctly. Independent, Sample: "It was mystery true." The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** "mystrey" is spelled wrong; the correct spelling is mystery. · "mystery" is the correct spelling. · Sample: "mystery." The word is now spelled correctly. · Sample: "It was mystery true." The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as 'close enough'; require them to fix 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 change was mystrey important to the people.

What change should be made in sentence 1?

A Change mystrey to mystery

B Change change to changes

C Delete the word mystrey

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was mystrey important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change mystrey to mystery

**WHY THIS IS CORRECT**

“mystrey” is a misspelled high-frequency word; the correct spelling is “mystery.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

~2 min

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

**“Here’s the payoff: the correct answer is A, Change mystrey to mystery. “mystrey” is a misspelled high-frequency word; the correct spelling is “mystery.””**

▶ *Walk through why the other choices are traps.*

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change mystrey to mystery

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.  
 A singular subject takes a singular verb: **The colonist protests**, not The colonist protest.  
 A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).  
**Verb = RAINDROP** (an action word).  
 The sun and the raindrop must agree.

**WHERE IT APPEARS:** “From Tension to Revolution”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ *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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 5 of 36 • Cluster 1



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

**"The colonist protests."**

**I CAN** I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The colonist protests.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is colonist and the verb is protests.

(11)(D)(i) • Subject-Verb Agreement • Sheet 5 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is colonist and the verb is protests.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The colonist ( protests / protest )."

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The colonist ( protests / protest ).'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "protests" agrees with the singular subject colonist.

(11)(D)(i) • Subject-Verb Agreement • 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, "protests" agrees with the singular subject colonist.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before:** "The colonist protest."

**I CAN** I can show how to make a subject and verb agree.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The colonist protest.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The colonist protests." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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 colonist protests." The singular subject takes the singular verb.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The colonist protest every day."

I CAN I can edit subject-verb agreement myself.



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

⌚ ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The colonist protest every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The colonist protests every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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 colonist protests every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | "The colonist <b>protests</b> ."<br><i>The colonist (singular subject) matches protests (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                         |

→ Now open your Standards Sweep Editing Tracking Sheet, 5 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, The colonist (singular subject) matches protests (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 5 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



## NOTICE

Monday

The subject is colonist and the verb is protests.



## CHOOSE

Tuesday

“protests” agrees with the singular subject colonist.



## SHOW

Wednesday

Sample: “The colonist protests.” The singular subject takes the singular verb.



## OWN

Thursday

Sample: “The colonist protests every day.” The verb now agrees.



## DEFEND

Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

### 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 subject is colonist and the verb is protests. Emergent, “protests” agrees with the singular subject colonist. Visible, Sample: “The colonist protests.” The singular subject takes the singular verb. Independent, Sample: “The colonist protests every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is colonist and the verb is protests. · “protests” agrees with the singular subject colonist. · Sample: “The colonist protests.” The singular subject takes the singular verb. · Sample: “The colonist protests every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 colonist protest the land.

What change should be made in sentence 1?

- A Change protest to protests
- B Change colonist to colonists
- C Delete the word protest
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The colonist protest the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change protest to protests

#### WHY THIS IS CORRECT

The singular subject needs the singular verb, so “protest” should be changed to “protests.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing colonist to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change protest to protests. The singular subject needs the singular verb, so “protest” should be changed to “protests.”**

▶ Walk through why the other choices are traps.

**“Changing colonist to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change protest to protests

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **tax**. More than one is plural: **taxes**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “From Tension to Revolution”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 6 of 36 • Cluster 1



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The tax was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The tax was there.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "tax" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "tax" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( tax / taxes ) were there."

I CAN I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( tax / taxes ) were there.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "taxes" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "taxes" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many tax."

I CAN I can show how to fix a singular or plural noun.



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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many tax.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many taxes." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many taxes." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two tax."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two tax.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two taxes." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two taxes." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One tax became many <b>taxes</b> .”<br><i>tax names one; taxes names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                          |

→ Now open your Standards Sweep Editing Tracking Sheet, 6 of 36, and complete the (11)(D)(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 Editing 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, tax names one; taxes names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“tax” names one, so it is singular.



**CHOOSE**  
Tuesday

“taxes” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many taxes.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two taxes.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “tax” names one, so it is singular. Emergent, “taxes” is the plural form, for more than one. Visible, Sample: “Many taxes.” The plural form fits more than one. Independent, Sample: “I saw two taxes.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “tax” names one, so it is singular. · “taxes” is the plural form, for more than one. · Sample: “Many taxes.” The plural form fits more than one. · Sample: “I saw two taxes.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three tax in the picture.

What change should be made in sentence 1?

A Change tax to taxes

B Delete the word tax

C Capitalize tax

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three tax in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change tax to taxes

#### WHY THIS IS CORRECT

“Three” means more than one, so the noun must be plural: “taxes.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change tax to taxes.**

**“Three” means more than one, so the noun must be plural: “taxes.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change tax to taxes

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **document**. A proper noun names a specific one: **Parliament**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER

**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “From Tension to Revolution”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 7 of 36 • Cluster 1



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The document was important."**

**I CAN** I recognize a common noun and a proper noun.

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Grade 5 • Cluster 1 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The document was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "document" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "document" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( parliament / Parliament ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( parliament / Parliament ) was important.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "Parliament" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Parliament" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "parliament was important."

I CAN I can show how to capitalize a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'parliament was important.'"**

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Parliament was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Parliament was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about parliament."

I CAN I can edit common and proper nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about parliament.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Parliament." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Parliament." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A document can be any one, but <b>Parliament</b> names a specific one."<br><i>document is common; Parliament is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                                 |

→ Now open your Standards Sweep Editing Tracking Sheet, 7 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, document is common; Parliament is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“document” names any one, so it is a common noun.

**CHOOSE**  
Tuesday

“Parliament” names a specific one, so it is proper and is capitalized.

**SHOW**  
Wednesday

Sample: “Parliament was important.” The proper noun is capitalized.

**OWN**  
Thursday

Sample: “We read about Parliament.” The proper noun keeps its capital letter.

**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**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, “document” names any one, so it is a common noun. Emergent, “Parliament” names a specific one, so it is proper and is capitalized. Visible, Sample: “Parliament was important.” The proper noun is capitalized. Independent, Sample: “We read about Parliament.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “document” names any one, so it is a common noun. · “Parliament” names a specific one, so it is proper and is capitalized. · Sample: “Parliament was important.” The proper noun is capitalized. · Sample: “We read about Parliament.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about parliament in class.

What change should be made in sentence 1?

A Change parliament to Parliament

B Delete the word parliament

C Change learned to learn

D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about parliament in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change parliament to Parliament

#### WHY THIS IS CORRECT

“Parliament” is a proper noun that names a specific one, so it must begin with a capital letter.

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change parliament to Parliament. “Parliament” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change parliament to Parliament

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “From Tension to Revolution”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.



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

🕒 ~4 min

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

**"Yesterday we noticed. Today we choose, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "because" is the correct spelling.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 8 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

“becuase” is spelled wrong; the correct spelling is because.



**CHOOSE**  
Tuesday

“because” is the correct spelling.



**SHOW**  
Wednesday

Sample: “because.” The word is now spelled correctly.



**OWN**  
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as ‘close enough’; require them to fix 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 change was becuase important to the people.

What change should be made in sentence 1?

A Change becuase to because

B Change change to changes

C Delete the word becuase

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

#### WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ Walk through why the other choices are traps.

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.  
 A singular subject takes a singular verb: **The mission protects**, not The mission protect.  
 A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).  
**Verb = RAINDROP** (an action word).  
 The sun and the raindrop must agree.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ *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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 9 of 36 • Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

**"The mission protects."**

**I CAN** I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The mission protects.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is mission and the verb is protects.

(11)(D)(i) • Subject-Verb Agreement • 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, The subject is mission and the verb is protects.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The mission ( protects / protect )."

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The mission ( protects / protect ).'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "protects" agrees with the singular subject mission.

(11)(D)(i) • Subject-Verb Agreement • 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, "protects" agrees with the singular subject mission.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before:** "The mission protect."

**I CAN** I can show how to make a subject and verb agree.



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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The mission protect.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The mission protects." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The mission protects." The singular subject takes the singular verb.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The mission protect every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The mission protect every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The mission protects every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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: "The mission protects every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | "The mission <b>protects</b> ."<br><i>The mission (singular subject) matches protects (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                       |

→ Now open your Standards Sweep Editing Tracking Sheet, 9 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, The mission (singular subject) matches protects (the verb).

(11)(D)(i) · Subject-Verb Agreement · 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

The subject is mission and the verb is protects.



**CHOOSE**  
Tuesday

“protects” agrees with the singular subject mission.



**SHOW**  
Wednesday

Sample: “The mission protects.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The mission protects every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is mission and the verb is protects. Emergent, “protects” agrees with the singular subject mission. Visible, Sample: “The mission protects.” The singular subject takes the singular verb. Independent, Sample: “The mission protects every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is mission and the verb is protects. · “protects” agrees with the singular subject mission. · Sample: “The mission protects.” The singular subject takes the singular verb. · Sample: “The mission protects every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 mission protect the land.

What change should be made in sentence 1?

- A Change protect to protects
- B Change mission to missions
- C Delete the word protect
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The mission protect the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change protect to protects

#### WHY THIS IS CORRECT

The singular subject needs the singular verb, so “protect” should be changed to “protects.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing mission to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change protect to protects. The singular subject needs the singular verb, so “protect” should be changed to “protects.””**

▶ *Walk through why the other choices are traps.*

**“Changing mission to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change protect to protects

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **soldier**. More than one is plural: **soldiers**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 10 of 36 • Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

**"The soldier was there."**

**I CAN** I recognize whether a noun is singular or plural.



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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The soldier was there.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "soldier" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "soldier" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( soldier / soldiers ) were there."

I CAN I can choose the correct noun form, with support.



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

🕒 ~4 min

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

**"Yesterday we noticed. Today we choose, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( soldier / soldiers ) were there.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "soldiers" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "soldiers" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many soldier."

I CAN I can show how to fix a singular or plural noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many soldier.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many soldiers." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many soldiers." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two soldier."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two soldier.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two soldiers." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two soldiers." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One soldier became many <b>soldiers</b> .”<br><i>soldier names one; soldiers names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                        |

→ Now open your Standards Sweep Editing Tracking Sheet, 10 of 36, and complete the (11)(D)(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 Editing 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, soldier names one; soldiers names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“soldier” names one, so it is singular.



**CHOOSE**  
Tuesday

“soldiers” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many soldiers.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two soldiers.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “soldier” names one, so it is singular. Emergent, “soldiers” is the plural form, for more than one. Visible, Sample: “Many soldiers.” The plural form fits more than one. Independent, Sample: “I saw two soldiers.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “soldier” names one, so it is singular. · “soldiers” is the plural form, for more than one. · Sample: “Many soldiers.” The plural form fits more than one. · Sample: “I saw two soldiers.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three soldier in the picture.

What change should be made in sentence 1?

A Change soldier to soldiers

B Delete the word soldier

C Capitalize soldier

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three soldier in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change soldier to soldiers

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “soldiers.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change soldier to soldiers. “Three” means more than one, so the noun must be plural: “soldiers.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change soldier to soldiers

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **presidio**. A proper noun names a specific one: **Texas**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER

**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 11 of 36 • Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The presidio was important."**

**I CAN** I recognize a common noun and a proper noun.

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Grade 5 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The presidio was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "presidio" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "presidio" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( texas / Texas ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( texas / Texas ) was important.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "Texas" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Texas" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "texas was important."

I CAN I can show how to capitalize a proper noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'texas was important.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Texas was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Texas was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about texas."

I CAN I can edit common and proper nouns myself.

The Writing Academy®, LLC



Grade 5 • Cluster 2 • 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about texas.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Texas." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Texas." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A presidio can be any one, but <b>Texas</b> names a specific one."<br><i>presidio is common; Texas is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                       |

→ Now open your Standards Sweep Editing Tracking Sheet, 11 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, presidio is common; Texas is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“presidio” names any one, so it is a common noun.



**CHOOSE**  
Tuesday

“Texas” names a specific one, so it is proper and is capitalized.



**SHOW**  
Wednesday

Sample: “Texas was important.” The proper noun is capitalized.



**OWN**  
Thursday

Sample: “We read about Texas.” The proper noun keeps its capital letter.



**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

## 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, “presidio” names any one, so it is a common noun. Emergent, “Texas” names a specific one, so it is proper and is capitalized. Visible, Sample: “Texas was important.” The proper noun is capitalized. Independent, Sample: “We read about Texas.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “presidio” names any one, so it is a common noun. · “Texas” names a specific one, so it is proper and is capitalized. · Sample: “Texas was important.” The proper noun is capitalized. · Sample: “We read about Texas.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about texas in class.

What change should be made in sentence 1?

A Change texas to Texas

B Delete the word texas

C Change learned to learn

D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about texas in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change texas to Texas

**WHY THIS IS CORRECT**

“Texas” is a proper noun that names a specific one, so it must begin with a capital letter.

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change texas to Texas. “Texas” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change texas to Texas

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 12 of 36 •  
Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

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Grade 5 • Cluster 2 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.

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Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "because" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.

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Grade 5 • 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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 12 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

“becuase” is spelled wrong; the correct spelling is because.



**CHOOSE**  
Tuesday

“because” is the correct spelling.



**SHOW**  
Wednesday

Sample: “because.” The word is now spelled correctly.



**OWN**  
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as ‘close enough’; require them to fix 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 change was becuase important to the people.

What change should be made in sentence 1?

- A Change becuase to because
- B Change change to changes
- C Delete the word becuase
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

#### WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ Walk through why the other choices are traps.

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.  
 A singular subject takes a singular verb: **The citizen votes**, not The citizen vote.  
 A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).  
**Verb = RAINDROP** (an action word).  
 The sun and the raindrop must agree.

**WHERE IT APPEARS:** “Our Rights, Our Voices”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ 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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 13 of 36 • Cluster 3



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The citizen votes."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The citizen votes.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is citizen and the verb is votes.

(11)(D)(i) • Subject-Verb Agreement • 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 subject is citizen and the verb is votes.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The citizen ( votes / vote )."

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The citizen ( votes / vote ).'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "votes" agrees with the singular subject citizen.

(11)(D)(i) • Subject-Verb Agreement • 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, "votes" agrees with the singular subject citizen.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before: "The citizen vote."**

**I CAN** I can show how to make a subject and verb agree.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The citizen vote.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The citizen votes." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The citizen votes."  
The singular subject takes the singular verb.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The citizen vote every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The citizen vote every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The citizen votes every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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: "The citizen votes every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | "The citizen <b>votes</b> ."<br><i>The citizen (singular subject) matches votes (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                 |

→ Now open your Standards Sweep Editing Tracking Sheet, 13 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, The citizen (singular subject) matches votes (the verb).

(11)(D)(i) · Subject-Verb Agreement · 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 subject is citizen and the verb is votes.



**CHOOSE**  
Tuesday

“votes” agrees with the singular subject citizen.



**SHOW**  
Wednesday

Sample: “The citizen votes.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The citizen votes every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is citizen and the verb is votes. Emergent, “votes” agrees with the singular subject citizen. Visible, Sample: “The citizen votes.” The singular subject takes the singular verb. Independent, Sample: “The citizen votes every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is citizen and the verb is votes. · “votes” agrees with the singular subject citizen. · Sample: “The citizen votes.” The singular subject takes the singular verb. · Sample: “The citizen votes every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 citizen vote the land.

What change should be made in sentence 1?

- A Change vote to votes
- B Change citizen to citizens
- C Delete the word vote
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The citizen vote the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change vote to votes

#### WHY THIS IS CORRECT

The singular subject needs the singular verb, so “vote” should be changed to “votes.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing citizen to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change vote to votes. The singular subject needs the singular verb, so “vote” should be changed to “votes.””**

▶ *Walk through why the other choices are traps.*

**“Changing citizen to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change vote to votes

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **citizen**. More than one is plural: **citizens**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “Our Rights, Our Voices”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The citizen was there."

I CAN I recognize whether a noun is singular or plural.

The Writing Academy®, LLC



Grade 5 • Cluster 3 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The citizen was there.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "citizen" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "citizen" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( citizen / citizens ) were there."

I CAN I can choose the correct noun form, with support.

The Writing Academy®, LLC

Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( citizen / citizens ) were there.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "citizens" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "citizens" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many citizen."

I CAN I can show how to fix a singular or plural noun.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many citizen.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many citizens." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many citizens." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two citizen."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two citizen.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two citizens." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two citizens." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One citizen became many <b>citizens</b> .”<br><i>citizen names one; citizens names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                        |

→ Now open your Standards Sweep Editing Tracking Sheet, 14 of 36, and complete the (11)(D)(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 Editing 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, citizen names one; citizens names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“citizen” names one, so it is singular.



**CHOOSE**  
Tuesday

“citizens” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many citizens.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two citizens.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “citizen” names one, so it is singular. Emergent, “citizens” is the plural form, for more than one. Visible, Sample: “Many citizens.” The plural form fits more than one. Independent, Sample: “I saw two citizens.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “citizen” names one, so it is singular. · “citizens” is the plural form, for more than one. · Sample: “Many citizens.” The plural form fits more than one. · Sample: “I saw two citizens.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three citizen in the picture.

What change should be made in sentence 1?

A Change citizen to citizens

B Delete the word citizen

C Capitalize citizen

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three citizen in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change citizen to citizens

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “citizens.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change citizen to citizens. “Three” means more than one, so the noun must be plural: “citizens.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change citizen to citizens

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **document**. A proper noun names a specific one:

**Constitution**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “Our Rights, Our Voices”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 15 of 36 • Cluster 3



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The document was important."**

**I CAN** I recognize a common noun and a proper noun.

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Grade 5 • Cluster 3 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The document was important.'"**

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

**ANSWER KEY:** "document" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "document" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

**"( constitution / Constitution ) was important."**

**I CAN** I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( constitution / Constitution ) was important.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Constitution" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Constitution" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

**Before: "constitution was important."**

**I CAN** I can show how to capitalize a proper noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'constitution was important.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Constitution was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Constitution was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about constitution."

I CAN I can edit common and proper nouns myself.

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Grade 5 • Cluster 3 • 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about constitution.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Constitution." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Constitution." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A document can be any one, but <b>Constitution</b> names a specific one."<br><i>document is common; Constitution is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                                     |

→ Now open your Standards Sweep Editing Tracking Sheet, 15 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, document is common; Constitution is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“document” names any one, so it is a common noun.



**CHOOSE**  
Tuesday

“Constitution” names a specific one, so it is proper and is capitalized.



**SHOW**  
Wednesday

Sample: “Constitution was important.” The proper noun is capitalized.



**OWN**  
Thursday

Sample: “We read about Constitution.” The proper noun keeps its capital letter.



**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

## 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, “document” names any one, so it is a common noun. Emergent, “Constitution” names a specific one, so it is proper and is capitalized. Visible, Sample: “Constitution was important.” The proper noun is capitalized. Independent, Sample: “We read about Constitution.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “document” names any one, so it is a common noun. · “Constitution” names a specific one, so it is proper and is capitalized. · Sample: “Constitution was important.” The proper noun is capitalized. · Sample: “We read about Constitution.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about constitution in class.

What change should be made in sentence 1?

A Change constitution to Constitution

B Delete the word constitution

C Change learned to learn

D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about constitution in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change constitution to Constitution

#### WHY THIS IS CORRECT

“Constitution” is a proper noun that names a specific one, so it must begin with a capital letter.

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change constitution to Constitution. “Constitution” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change constitution to Constitution

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “Our Rights, Our Voices”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 16 of 36 •  
Cluster 3



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

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Grade 5 • Cluster 3 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.

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Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "because" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 16 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

“becuase” is spelled wrong; the correct spelling is because.



**CHOOSE**  
Tuesday

“because” is the correct spelling.



**SHOW**  
Wednesday

Sample: “because.” The word is now spelled correctly.



**OWN**  
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as ‘close enough’; require them to fix 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 change was becuase important to the people.

What change should be made in sentence 1?

A Change becuase to because

B Change change to changes

C Delete the word becuase

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

**WHY THIS IS CORRECT**

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ *Walk through why the other choices are traps.*

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: **The colonist protests**, not The colonist protest.

A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).

**Verb = RAINDROP** (an action word).

The sun and the raindrop must agree.

**WHERE IT APPEARS:** “Words That Changed a Nation”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ 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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 17 of 36 • Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

**"The colonist protests."**

**I CAN** I recognize the subject and the verb in a simple sentence.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The colonist protests.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is colonist and the verb is protests.

(11)(D)(i) • Subject-Verb Agreement • Sheet 17 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is colonist and the verb is protests.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The colonist ( protests / protest )."

**I CAN** I can choose the verb that agrees with the subject, with support.

The Writing Academy®, LLC

Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The colonist ( protests / protest ).'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "protests" agrees with the singular subject colonist.

(11)(D)(i) • Subject-Verb Agreement • 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, "protests" agrees with the singular subject colonist.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before:** "The colonist protest."

**I CAN** I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The colonist protest.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The colonist protests." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The colonist protests." The singular subject takes the singular verb.

#### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

#### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The colonist protest every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The colonist protest every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The colonist protests every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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: "The colonist protests every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | “The colonist <b>protests</b> .”<br><i>The colonist (singular subject) matches protests (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                         |

→ Now open your Standards Sweep Editing Tracking Sheet, 17 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student’s own example should match the standard, The colonist (singular subject) matches protests (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 17 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



**NOTICE**  
Monday

The subject is colonist and the verb is protests.



**CHOOSE**  
Tuesday

“protests” agrees with the singular subject colonist.



**SHOW**  
Wednesday

Sample: “The colonist protests.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The colonist protests every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is colonist and the verb is protests. Emergent, “protests” agrees with the singular subject colonist. Visible, Sample: “The colonist protests.” The singular subject takes the singular verb. Independent, Sample: “The colonist protests every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is colonist and the verb is protests. · “protests” agrees with the singular subject colonist. · Sample: “The colonist protests.” The singular subject takes the singular verb. · Sample: “The colonist protests every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 colonist protest the land.

What change should be made in sentence 1?

- A Change protest to protests
- B Change colonist to colonists
- C Delete the word protest
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The colonist protest the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change protest to protests

**WHY THIS IS CORRECT**

The singular subject needs the singular verb, so “protest” should be changed to “protests.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Changing colonist to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change protest to protests. The singular subject needs the singular verb, so “protest” should be changed to “protests.”**

▶ *Walk through why the other choices are traps.*

**“Changing colonist to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change protest to protests

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **right**. More than one is plural: **rights**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “Words That Changed a Nation”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 18 of 36 • Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The right was there."

I CAN I recognize whether a noun is singular or plural.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The right was there.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "right" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "right" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( right / rights ) were there."

I CAN I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( right / rights ) were there.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "rights" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "rights" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many right."

I CAN I can show how to fix a singular or plural noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many right.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many rights." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many rights." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two right."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two right.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two rights." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two rights." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One right became many <b>rights</b> .”<br><i>right names one; rights names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                |

→ Now open your Standards Sweep Editing Tracking Sheet, 18 of 36, and complete the (11)(D)(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 Editing 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, right names one; rights names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“right” names one, so it is singular.



**CHOOSE**  
Tuesday

“rights” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many rights.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two rights.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “right” names one, so it is singular. Emergent, “rights” is the plural form, for more than one. Visible, Sample: “Many rights.” The plural form fits more than one. Independent, Sample: “I saw two rights.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “right” names one, so it is singular. · “rights” is the plural form, for more than one. · Sample: “Many rights.” The plural form fits more than one. · Sample: “I saw two rights.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three right in the picture.

What change should be made in sentence 1?

A Change right to rights

B Delete the word right

C Capitalize right

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three right in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change right to rights

#### WHY THIS IS CORRECT

“Three” means more than one, so the noun must be plural: “rights.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change right to rights. “Three” means more than one, so the noun must be plural: “rights.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change right to rights

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **document**. A proper noun names a specific one:

**Thomas Jefferson**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “Words That Changed a Nation”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 19 of 36 • Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The document was important."**

**I CAN** I recognize a common noun and a proper noun.

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Grade 5 • Cluster 4 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The document was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "document" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "document" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( thomas jefferson / Thomas Jefferson ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( thomas jefferson / Thomas Jefferson ) was important.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Thomas Jefferson" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Thomas Jefferson" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

**Before: "thomas jefferson was important."**

**I CAN** I can show how to capitalize a proper noun.

The Writing Academy®, LLC



Grade 5 • Cluster 4 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'thomas jefferson was important.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Thomas Jefferson was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Thomas Jefferson was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about thomas jefferson."

I CAN I can edit common and proper nouns myself.

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Grade 5 • Cluster 4 • 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about thomas jefferson.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Thomas Jefferson." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Thomas Jefferson." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A document can be any one, but <b>Thomas Jefferson</b> names a specific one."<br><i>document is common; Thomas Jefferson is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                                             |

→ Now open your Standards Sweep Editing Tracking Sheet, 19 of 36, and complete the (11)(D)(ix) row.

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

⌚ ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, document is common; Thomas Jefferson is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“document” names any one, so it is a common noun.

**CHOOSE**  
Tuesday

“Thomas Jefferson” names a specific one, so it is proper and is capitalized.

**SHOW**  
Wednesday

Sample: “Thomas Jefferson was important.” The proper noun is capitalized.

**OWN**  
Thursday

Sample: “We read about Thomas Jefferson.” The proper noun keeps its capital letter.

**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**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, “document” names any one, so it is a common noun. Emergent, “Thomas Jefferson” names a specific one, so it is proper and is capitalized. Visible, Sample: “Thomas Jefferson was important.” The proper noun is capitalized. Independent, Sample: “We read about Thomas Jefferson.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “document” names any one, so it is a common noun. · “Thomas Jefferson” names a specific one, so it is proper and is capitalized. · Sample: “Thomas Jefferson was important.” The proper noun is capitalized. · Sample: “We read about Thomas Jefferson.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about thomas jefferson in class.

What change should be made in sentence 1?

- A Change thomas jefferson to Thomas Jefferson
- B Delete the word thomas jefferson
- C Change learned to learn
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about thomas jefferson in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change thomas jefferson to Thomas Jefferson

#### WHY THIS IS CORRECT

“Thomas Jefferson” is a proper noun that names a specific one, so it must begin with a capital letter.

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change thomas jefferson to Thomas Jefferson. “Thomas Jefferson” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change thomas jefferson to Thomas Jefferson

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “Words That Changed a Nation”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 20 of 36 •  
Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

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Grade 5 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC

Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "because" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 20 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

“becuase” is spelled wrong; the correct spelling is because.



**CHOOSE**  
Tuesday

“because” is the correct spelling.



**SHOW**  
Wednesday

Sample: “because.” The word is now spelled correctly.



**OWN**  
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as ‘close enough’; require them to fix 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 change was becuase important to the people.

What change should be made in sentence 1?

- A Change becuase to because
- B Change change to changes
- C Delete the word becuase
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

#### WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ *Walk through why the other choices are traps.*

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: **The delegate debates**, not *The delegate debate*.

A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).

**Verb = RAINDROP** (an action word).

The sun and the raindrop must agree.

**WHERE IT APPEARS:** “A Difficult Compromise”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ *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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The delegate debates."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The delegate debates.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is delegate and the verb is debates.

(11)(D)(i) • Subject-Verb Agreement • 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 subject is delegate and the verb is debates.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The delegate ( debates / debate )."

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The delegate ( debates / debate ).'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "debates" agrees with the singular subject delegate.

(11)(D)(i) • Subject-Verb Agreement • 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, "debates" agrees with the singular subject delegate.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before:** "The delegate debate."

**I CAN** I can show how to make a subject and verb agree.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The delegate debate.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The delegate debates." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The delegate debates." The singular subject takes the singular verb.

#### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

#### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The delegate debate every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The delegate debate every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The delegate debates every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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 delegate debates every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | “The delegate <b>debates</b> .”<br><i>The delegate (singular subject) matches debates (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                       |

→ Now open your Standards Sweep Editing Tracking Sheet, 21 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student’s own example should match the standard, The delegate (singular subject) matches debates (the verb).

(11)(D)(i) · Subject-Verb Agreement · 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 subject is delegate and the verb is debates.



**CHOOSE**  
Tuesday

“debates” agrees with the singular subject delegate.



**SHOW**  
Wednesday

Sample: “The delegate debates.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The delegate debates every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is delegate and the verb is debates. Emergent, “debates” agrees with the singular subject delegate. Visible, Sample: “The delegate debates.” The singular subject takes the singular verb. Independent, Sample: “The delegate debates every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is delegate and the verb is debates. · “debates” agrees with the singular subject delegate. · Sample: “The delegate debates.” The singular subject takes the singular verb. · Sample: “The delegate debates every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 delegate debate the land.

What change should be made in sentence 1?

- A Change debate to debates
- B Change delegate to delegates
- C Delete the word debate
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The delegate debate the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change debate to debates

**WHY THIS IS CORRECT**

The singular subject needs the singular verb, so “debate” should be changed to “debates.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Changing delegate to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change debate to debates. The singular subject needs the singular verb, so “debate” should be changed to “debates.””**

▶ *Walk through why the other choices are traps.*

**“Changing delegate to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change debate to debates

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **state**. More than one is plural: **states**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “A Difficult Compromise”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 22 of 36 • Cluster 5



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

**"The state was there."**

**I CAN** I recognize whether a noun is singular or plural.

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Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The state was there.'"**

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

**ANSWER KEY:** "state" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "state" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( state / states ) were there."

I CAN I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( state / states ) were there.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "states" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "states" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many state."

I CAN I can show how to fix a singular or plural noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many state.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many states." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many states." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two state."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two state.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two states." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two states." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One state became many <b>states</b> .”<br><i>state names one; states names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                |

→ Now open your Standards Sweep Editing Tracking Sheet, 22 of 36, and complete the (11)(D)(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 Editing 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, state names one; states names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“state” names one, so it is singular.



**CHOOSE**  
Tuesday

“states” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many states.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two states.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “state” names one, so it is singular. Emergent, “states” is the plural form, for more than one. Visible, Sample: “Many states.” The plural form fits more than one. Independent, Sample: “I saw two states.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “state” names one, so it is singular. · “states” is the plural form, for more than one. · Sample: “Many states.” The plural form fits more than one. · Sample: “I saw two states.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three state in the picture.

What change should be made in sentence 1?

A Change state to states

B Delete the word state

C Capitalize state

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three state in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change state to states

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “states.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change state to states. “Three” means more than one, so the noun must be plural: “states.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change state to states

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **compromise**. A proper noun names a specific one: **Philadelphia**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “A Difficult Compromise”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 23 of 36 • Cluster 5



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The compromise was important."**

**I CAN** I recognize a common noun and a proper noun.

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Grade 5 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The compromise was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "compromise" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "compromise" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

### Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( philadelphia / Philadelphia ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( philadelphia / Philadelphia ) was important.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "Philadelphia" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Philadelphia" names a specific one, so it is proper and is capitalized.

#### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "philadelphia was important."

I CAN I can show how to capitalize a proper noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'philadelphia was important.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Philadelphia was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Philadelphia was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about philadelphia."

I CAN I can edit common and proper nouns myself.

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Grade 5 • Cluster 5 • 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about philadelphia.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Philadelphia." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Philadelphia." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A compromise can be any one, but <b>Philadelphia</b> names a specific one."<br><i>compromise is common; Philadelphia is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                                         |

→ Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(ix) row.

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

⌚ ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, compromise is common; Philadelphia is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“compromise” names any one, so it is a common noun.



**CHOOSE**  
Tuesday

“Philadelphia” names a specific one, so it is proper and is capitalized.



**SHOW**  
Wednesday

Sample: “Philadelphia was important.” The proper noun is capitalized.



**OWN**  
Thursday

Sample: “We read about Philadelphia.” The proper noun keeps its capital letter.



**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

## 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, “compromise” names any one, so it is a common noun. Emergent, “Philadelphia” names a specific one, so it is proper and is capitalized. Visible, Sample: “Philadelphia was important.” The proper noun is capitalized. Independent, Sample: “We read about Philadelphia.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “compromise” names any one, so it is a common noun. · “Philadelphia” names a specific one, so it is proper and is capitalized. · Sample: “Philadelphia was important.” The proper noun is capitalized. · Sample: “We read about Philadelphia.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about philadelphia in class.

What change should be made in sentence 1?

A Change philadelphia to Philadelphia

B Delete the word philadelphia

C Change learned to learn

D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about philadelphia in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change philadelphia to Philadelphia

**WHY THIS IS CORRECT**

"Philadelphia" is a proper noun that names a specific one, so it must begin with a capital letter.

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**"Here's the payoff: the correct answer is A, Change philadelphia to Philadelphia. "Philadelphia" is a proper noun that names a specific one, so it must begin with a capital letter."**

▶ *Walk through why the other choices are traps.*

**"Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong."**

**"Remember this all week: readers trust writing when it follows the rule."**

**ANSWER KEY:** A, Change philadelphia to Philadelphia

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “A Difficult Compromise”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 24 of 36 •  
Cluster 5



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

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Grade 5 • Cluster 5 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.

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Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "because" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 24 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

“becuase” is spelled wrong; the correct spelling is because.



**CHOOSE**  
Tuesday

“because” is the correct spelling.



**SHOW**  
Wednesday

Sample: “because.” The word is now spelled correctly.



**OWN**  
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as ‘close enough’; require them to fix 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 change was becuase important to the people.

What change should be made in sentence 1?

A Change becuase to because

B Change change to changes

C Delete the word becuase

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

#### WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ *Walk through why the other choices are traps.*

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.  
 A singular subject takes a singular verb: **The citizen votes**, not The citizen vote.  
 A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).  
**Verb = RAINDROP** (an action word).  
 The sun and the raindrop must agree.

**WHERE IT APPEARS:** “A Voice in the Community”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ 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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The citizen votes."

I CAN I recognize the subject and the verb in a simple sentence.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The citizen votes.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is citizen and the verb is votes.

(11)(D)(i) • Subject-Verb Agreement • Sheet 25 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is citizen and the verb is votes.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The citizen ( votes / vote )."

**I CAN** I can choose the verb that agrees with the subject, with support.

The Writing Academy®, LLC

Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The citizen ( votes / vote ).'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "votes" agrees with the singular subject citizen.

(11)(D)(i) • Subject-Verb Agreement • 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, "votes" agrees with the singular subject citizen.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before: "The citizen vote."**

**I CAN** I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The citizen vote.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The citizen votes." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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 citizen votes." The singular subject takes the singular verb.

#### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

#### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The citizen vote every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The citizen vote every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The citizen votes every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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: "The citizen votes every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | "The citizen <b>votes</b> ."<br><i>The citizen (singular subject) matches votes (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                 |

→ Now open your Standards Sweep Editing Tracking Sheet, 25 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, The citizen (singular subject) matches votes (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 25 of 36 · Cluster 6

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



**NOTICE**  
Monday

The subject is citizen and the verb is votes.



**CHOOSE**  
Tuesday

“votes” agrees with the singular subject citizen.



**SHOW**  
Wednesday

Sample: “The citizen votes.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The citizen votes every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is citizen and the verb is votes. Emergent, “votes” agrees with the singular subject citizen. Visible, Sample: “The citizen votes.” The singular subject takes the singular verb. Independent, Sample: “The citizen votes every day.” The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is citizen and the verb is votes. · “votes” agrees with the singular subject citizen. · Sample: “The citizen votes.” The singular subject takes the singular verb. · Sample: “The citizen votes every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 citizen vote the land.

What change should be made in sentence 1?

- A Change vote to votes
- B Change citizen to citizens
- C Delete the word vote
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The citizen vote the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change vote to votes

#### WHY THIS IS CORRECT

The singular subject needs the singular verb, so “vote” should be changed to “votes.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing citizen to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change vote to votes. The singular subject needs the singular verb, so “vote” should be changed to “votes.””**

▶ *Walk through why the other choices are traps.*

**“Changing citizen to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change vote to votes

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **leader**. More than one is plural: **leaders**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “A Voice in the Community”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 26 of 36 • Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

**"The leader was there."**

**I CAN** I recognize whether a noun is singular or plural.

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Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The leader was there.'"**

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

**ANSWER KEY:** "leader" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "leader" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( leader / leaders ) were there."

I CAN I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( leader / leaders ) were there.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "leaders" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "leaders" is the plural form, for more than one.

#### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many leader."

I CAN I can show how to fix a singular or plural noun.



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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many leader.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many leaders." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many leaders." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two leader."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two leader.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two leaders." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two leaders." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One leader became many <b>leaders</b> .”<br><i>leader names one; leaders names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                    |

→ Now open your Standards Sweep Editing Tracking Sheet, 26 of 36, and complete the (11)(D)(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 Editing 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, leader names one; leaders names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“leader” names one, so it is singular.



**CHOOSE**  
Tuesday

“leaders” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many leaders.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two leaders.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “leader” names one, so it is singular. Emergent, “leaders” is the plural form, for more than one. Visible, Sample: “Many leaders.” The plural form fits more than one. Independent, Sample: “I saw two leaders.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “leader” names one, so it is singular. · “leaders” is the plural form, for more than one. · Sample: “Many leaders.” The plural form fits more than one. · Sample: “I saw two leaders.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three leader in the picture.

What change should be made in sentence 1?

- A Change leader to leaders
- B Delete the word leader
- C Capitalize leader
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three leader in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change leader to leaders

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “leaders.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change leader to leaders. “Three” means more than one, so the noun must be plural: “leaders.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change leader to leaders

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **community**. A proper noun names a specific one: **Congress**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “A Voice in the Community”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 27 of 36 • Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The community was important."**

**I CAN** I recognize a common noun and a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The community was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "community" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "community" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( congress / Congress ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( congress / Congress ) was important.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Congress" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Congress" names a specific one, so it is proper and is capitalized.

#### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "congress was important."

I CAN I can show how to capitalize a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'congress was important.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Congress was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Congress was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about congress."

I CAN I can edit common and proper nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about congress.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Congress." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Congress." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A community can be any one, but <b>Congress</b> names a specific one."<br><i>community is common; Congress is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                               |

→ Now open your Standards Sweep Editing Tracking Sheet, 27 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, community is common; Congress is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“community” names any one, so it is a common noun.



**CHOOSE**  
Tuesday

“Congress” names a specific one, so it is proper and is capitalized.



**SHOW**  
Wednesday

Sample: “Congress was important.” The proper noun is capitalized.



**OWN**  
Thursday

Sample: “We read about Congress.” The proper noun keeps its capital letter.



**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

## 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, “community” names any one, so it is a common noun. Emergent, “Congress” names a specific one, so it is proper and is capitalized. Visible, Sample: “Congress was important.” The proper noun is capitalized. Independent, Sample: “We read about Congress.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “community” names any one, so it is a common noun. · “Congress” names a specific one, so it is proper and is capitalized. · Sample: “Congress was important.” The proper noun is capitalized. · Sample: “We read about Congress.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about congress in class.

What change should be made in sentence 1?

A Change congress to Congress

B Delete the word congress

C Change learned to learn

D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about congress in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change congress to Congress

#### WHY THIS IS CORRECT

“Congress” is a proper noun that names a specific one, so it must begin with a capital letter.

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change congress to Congress. “Congress” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ Walk through why the other choices are traps.

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change congress to Congress

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “A Voice in the Community”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 28 of 36 •  
Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC

Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 28 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

"becuase" is spelled wrong; the correct spelling is because.



## CHOOSE

Tuesday

"because" is the correct spelling.



## SHOW

Wednesday

Sample: "because." The word is now spelled correctly.



## OWN

Thursday

Sample: "It was because true." The high-frequency word is corrected.



## DEFEND

Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### 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, "becuase" is spelled wrong; the correct spelling is because. Emergent, "because" is the correct spelling. Visible, Sample: "because." The word is now spelled correctly. Independent, Sample: "It was because true." The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because. · "because" is the correct spelling. · Sample: "because." The word is now spelled correctly. · Sample: "It was because true." The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as 'close enough'; require them to fix 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 change was becuase important to the people.

What change should be made in sentence 1?

A Change becuase to because

B Change change to changes

C Delete the word becuase

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

#### WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ Walk through why the other choices are traps.

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.  
 A singular subject takes a singular verb: **The voice speaks**, not The voice speak.  
 A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).  
**Verb = RAINDROP** (an action word).  
 The sun and the raindrop must agree.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ 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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 29 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The voice speaks."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The voice speaks.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is voice and the verb is speaks.

(11)(D)(i) • Subject-Verb Agreement • 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 subject is voice and the verb is speaks.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The voice ( speaks / speak )."

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The voice ( speaks / speak ).'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "speaks" agrees with the singular subject voice.

(11)(D)(i) • Subject-Verb Agreement • 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, "speaks" agrees with the singular subject voice.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before: "The voice speak."**

**I CAN** I can show how to make a subject and verb agree.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The voice speak.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The voice speaks." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The voice speaks." The singular subject takes the singular verb.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The voice speak every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The voice speak every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The voice speaks every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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: "The voice speaks every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | “The voice <b>speaks</b> .”<br><i>The voice (singular subject) matches speaks (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                               |

→ Now open your Standards Sweep Editing Tracking Sheet, 29 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student’s own example should match the standard, The voice (singular subject) matches speaks (the verb).

(11)(D)(i) · Subject-Verb Agreement · 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 subject is voice and the verb is speaks.

**CHOOSE**  
Tuesday

"speaks" agrees with the singular subject voice.

**SHOW**  
Wednesday

Sample: "The voice speaks." The singular subject takes the singular verb.

**OWN**  
Thursday

Sample: "The voice speaks every day." The verb now agrees.

**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**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 subject is voice and the verb is speaks. Emergent, "speaks" agrees with the singular subject voice. Visible, Sample: "The voice speaks." The singular subject takes the singular verb. Independent, Sample: "The voice speaks every day." The verb now agrees. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is voice and the verb is speaks. · "speaks" agrees with the singular subject voice. · Sample: "The voice speaks." The singular subject takes the singular verb. · Sample: "The voice speaks every day." The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as 'close enough'; require them to fix 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 voice speak the land.

What change should be made in sentence 1?

A Change speak to speaks

B Change voice to voices

C Delete the word speak

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The voice speak the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change speak to speaks

#### WHY THIS IS CORRECT

The singular subject needs the singular verb, so “speak” should be changed to “speaks.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing voice to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change speak to speaks. The singular subject needs the singular verb, so “speak” should be changed to “speaks.””**

▶ *Walk through why the other choices are traps.*

**“Changing voice to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change speak to speaks

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **colonist**. More than one is plural: **colonists**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck · student Editing Tracking Sheets · highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 30 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The colonist was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The colonist was there.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "colonist" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "colonist" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

"Three ( colonist / colonists ) were there."

I CAN I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( colonist / colonists ) were there.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "colonists" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "colonists" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many colonist."

I CAN I can show how to fix a singular or plural noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many colonist.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many colonists." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many colonists." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two colonist."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two colonist.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two colonists." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two colonists." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One colonist became many <b>colonists</b> .”<br><i>colonist names one; colonists names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                            |

→ Now open your Standards Sweep Editing Tracking Sheet, 30 of 36, and complete the (11)(D)(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 Editing 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, colonist names one; colonists names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“colonist” names one, so it is singular.



**CHOOSE**  
Tuesday

“colonists” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many colonists.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two colonists.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “colonist” names one, so it is singular. Emergent, “colonists” is the plural form, for more than one. Visible, Sample: “Many colonists.” The plural form fits more than one. Independent, Sample: “I saw two colonists.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “colonist” names one, so it is singular. · “colonists” is the plural form, for more than one. · Sample: “Many colonists.” The plural form fits more than one. · Sample: “I saw two colonists.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three colonist in the picture.

What change should be made in sentence 1?

- A Change colonist to colonists
- B Delete the word colonist
- C Capitalize colonist
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three colonist in the picture. Now, what change should be made 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)(D)(vii) • Singular and Plural Nouns • 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change colonist to colonists

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “colonists.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change colonist to colonists. “Three” means more than one, so the noun must be plural: “colonists.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change colonist to colonists

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **question**. A proper noun names a specific one:

**Boston**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 31 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The question was important."**

**I CAN** I recognize a common noun and a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The question was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "question" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "question" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"( boston / Boston ) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( boston / Boston ) was important.'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "Boston" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Boston" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "boston was important."

I CAN I can show how to capitalize a proper noun.

The Writing Academy®, LLC



Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'boston was important.'"**

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Boston was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Boston was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about boston."

I CAN I can edit common and proper nouns myself.

The Writing Academy®, LLC



Grade 5 • Cluster 7 • 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about boston.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Boston." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Boston." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A question can be any one, but <b>Boston</b> names a specific one."<br><i>question is common; Boston is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                         |

→ Now open your Standards Sweep Editing Tracking Sheet, 31 of 36, and complete the (11)(D)(ix) row.

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

⌚ ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, question is common; Boston is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“question” names any one, so it is a common noun.



**CHOOSE**  
Tuesday

“Boston” names a specific one, so it is proper and is capitalized.



**SHOW**  
Wednesday

Sample: “Boston was important.” The proper noun is capitalized.



**OWN**  
Thursday

Sample: “We read about Boston.” The proper noun keeps its capital letter.



**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

## 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, “question” names any one, so it is a common noun. Emergent, “Boston” names a specific one, so it is proper and is capitalized. Visible, Sample: “Boston was important.” The proper noun is capitalized. Independent, Sample: “We read about Boston.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “question” names any one, so it is a common noun. · “Boston” names a specific one, so it is proper and is capitalized. · Sample: “Boston was important.” The proper noun is capitalized. · Sample: “We read about Boston.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about boston in class.

What change should be made in sentence 1?

A Change boston to Boston

B Delete the word boston

C Change learned to learn

D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about boston in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change boston to Boston

#### WHY THIS IS CORRECT

“Boston” is a proper noun that names a specific one, so it must begin with a capital letter.

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change boston to Boston. “Boston” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change boston to Boston

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **because**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 32 of 36 •  
Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was becuase important."

I CAN I recognize a misspelled high-frequency word.

The Writing Academy®, LLC



Grade 5 • Cluster 7 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was becuase important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "becuase" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuase" is spelled wrong; the correct spelling is because.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( becuase / because )"

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC

Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( becuase / because )'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "because" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "because" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'becuase'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "because." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was because true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "becuase" → After: " <b>because</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 32 of 36, and complete the (11)(D)(xxxv) 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 Editing 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" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

“becuase” is spelled wrong; the correct spelling is because.



**CHOOSE**  
Tuesday

“because” is the correct spelling.



**SHOW**  
Wednesday

Sample: “because.” The word is now spelled correctly.



**OWN**  
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as ‘close enough’; require them to fix 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 change was becuase important to the people.

**What change should be made in sentence 1?**

**A** Change becuase to because

**B** Change change to changes

**C** Delete the word becuase

**D** Make no change

**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 spot the error, you’re the one in control. Read the sentence: The change was becuase important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change becuase to because

#### WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word; the correct spelling is “because.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change becuase to because. “becuase” is a misspelled high-frequency word; the correct spelling is “because.””**

▶ *Walk through why the other choices are traps.*

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change becuase to because

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: **The citizen protests**, not The citizen protests.

A complete simple sentence has a subject (who or what) and a verb (the action).

## KEY IDEA

**Subject = SUN** (a naming word).

**Verb = RAINDROP** (an action word).

The sun and the raindrop must agree.

**WHERE IT APPEARS:** “From Protest to Participation”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including subject-verb agreement.’”**

▶ 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 thinking.”**

**NOTE:** This week: subject-verb agreement, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 33 of 36 • Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

### Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

**"The citizen protests."**

**I CAN** I recognize the subject and the verb in a simple sentence.

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Grade 5 • 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 editing eyes. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."**

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

**"Read this with me: 'The citizen protests.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** The subject is citizen and the verb is protests.

(11)(D)(i) • Subject-Verb Agreement • 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, The subject is citizen and the verb is protests.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The citizen ( protests / protests )."

**I CAN** I can choose the verb that agrees with the subject, with support.

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Grade 5 • 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, with support. With support, choose the verb form that matches the subject."**

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

**"Read this with me: 'The citizen ( protests / protests ).'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "protests" agrees with the singular subject citizen.

(11)(D)(i) • Subject-Verb Agreement • 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, "protests" agrees with the singular subject citizen.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

**Before: "The citizen protests."**

**I CAN** I can show how to make a subject and verb agree.

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Grade 5 • Cluster 8 • 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 get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."**

**"Read this with me: Before: 'The citizen protests.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "The citizen protests." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The citizen protests." The singular subject takes the singular verb.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The citizen protests every day."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'The citizen protests every day.' Fix the subject-verb agreement in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The citizen protests every day." The verb now agrees.

(11)(D)(i) • Subject-Verb Agreement • 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 citizen protests every day." The verb now agrees.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subject-verb agreement"*

## Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

**Explain how you made the subject and verb agree. Then check a sentence in your own writing.**

**I CAN** I can evaluate agreement 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you made the subject and verb agree. Then check 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:** Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| (11)(D)(i)<br>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b>     | "The citizen <b>protests</b> ."<br><i>The citizen (singular subject) matches protests (the verb).</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i> |                                                                                                       |

→ Now open your Standards Sweep Editing Tracking Sheet, 33 of 36, and complete the (11)(D)(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 Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, The citizen (singular subject) matches protests (the verb).

(11)(D)(i) · Subject-Verb Agreement · 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

The subject is citizen and the verb is protests.



**CHOOSE**  
Tuesday

“protests” agrees with the singular subject citizen.



**SHOW**  
Wednesday

Sample: “The citizen protests.” The singular subject takes the singular verb.



**OWN**  
Thursday

Sample: “The citizen protests every day.” The verb now agrees.



**DEFEND**  
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

## 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 subject is citizen and the verb is protests. *Emergent*, “protests” agrees with the singular subject citizen. *Visible*, Sample: “The citizen protests.” The singular subject takes the singular verb. *Independent*, Sample: “The citizen protests every day.” The verb now agrees. *Reflective*, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

**ANSWER KEY:** The subject is citizen and the verb is protests. · “protests” agrees with the singular subject citizen. · Sample: “The citizen protests.” The singular subject takes the singular verb. · Sample: “The citizen protests every day.” The verb now agrees. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · 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 wrong answer as ‘close enough’; require them to fix 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 citizen protests the land.

What change should be made in sentence 1?

A Change protests to protest

B Change citizen to citizens

C Delete the word protests

D Make no change

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 spot the error, you’re the one in control. Read the sentence: The citizen protests the land. Now, what change should be made 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)(D)(i) · Subject-Verb Agreement · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change protests to protests

#### WHY THIS IS CORRECT

The singular subject needs the singular verb, so “protests” should be changed to “protests.”

#### WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Changing citizen to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change protests to protests. The singular subject needs the singular verb, so “protests” should be changed to “protests.””**

▶ *Walk through why the other choices are traps.*

**“Changing citizen to a plural breaks the agreement, deleting the verb removes the action, and the sentence does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change protests to protests

(11)(D)(i) · Subject-Verb Agreement · 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 real error, 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 with one error for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including singular and plural nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.  
One is singular: **boycott**. More than one is plural: **boycotts**.  
Most nouns add s or es to become plural.

## SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.  
Add s or es to make most nouns plural.

**WHERE IT APPEARS:** “From Protest to Participation”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Singular and Plural Nouns

~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and plural nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: singular and plural nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 34 of 36 • Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

### Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

**"The boycott was there."**

**I CAN** I recognize whether a noun is singular or plural.

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Grade 5 • 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 editing eyes. Singular or plural? Read the sentence. Decide if the noun names one or more than one."**

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

**"Read this with me: 'The boycott was there.'"**

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

**ANSWER KEY:** "boycott" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "boycott" names one, so it is singular.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Choose the correct form.

With support, choose the singular or plural form that fits.

**"Three ( boycott / boycotts ) were there."**

**I CAN** I can choose the correct noun form, with support.

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Grade 5 • 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, with support. With support, choose the singular or plural form that fits."**

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

**"Read this with me: 'Three ( boycott / boycotts ) were there.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "boycotts" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "boycotts" is the plural form, for more than one.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many boycott."

I CAN I can show how to fix a singular or plural noun.



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 get it right, they can explain why. Rewrite the sentence with the correct noun form. Show the before and the after."**

**"Read this with me: Before: 'Many boycott.'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Many boycotts." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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: "Many boycotts." The plural form fits more than one.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two boycott."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'I saw two boycott.' Fix the noun form in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "I saw two boycotts." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two boycotts." The noun is plural because there are two.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including singular and plural nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun should be singular or plural. Then check a noun in your own writing.**

**I CAN** I can evaluate noun forms 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun should be singular or plural. Then check a noun 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:** Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| (11)(D)(vii)<br>edit drafts using standard English conventions, including <b>singular and plural nouns</b>                        | “One boycott became many <b>boycotts</b> .”<br><i>boycott names one; boycotts names more than one.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i> |                                                                                                        |

→ Now open your Standards Sweep Editing Tracking Sheet, 34 of 36, and complete the (11)(D)(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 Editing 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, boycott names one; boycotts names more than one.

(11)(D)(vii) · Singular and Plural Nouns · 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

“boycott” names one, so it is singular.



**CHOOSE**  
Tuesday

“boycotts” is the plural form, for more than one.



**SHOW**  
Wednesday

Sample: “Many boycotts.” The plural form fits more than one.



**OWN**  
Thursday

Sample: “I saw two boycotts.” The noun is plural because there are two.



**DEFEND**  
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

## 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, “boycott” names one, so it is singular. Emergent, “boycotts” is the plural form, for more than one. Visible, Sample: “Many boycotts.” The plural form fits more than one. Independent, Sample: “I saw two boycotts.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

**ANSWER KEY:** “boycott” names one, so it is singular. · “boycotts” is the plural form, for more than one. · Sample: “Many boycotts.” The plural form fits more than one. · Sample: “I saw two boycotts.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · 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 wrong answer as ‘close enough’; require them to fix it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) I counted three boycott in the picture.

What change should be made in sentence 1?

A Change boycott to boycotts

B Delete the word boycott

C Capitalize boycott

D Make no change

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 spot the error, you’re the one in control. Read the sentence: I counted three boycott in the picture. Now, what change should be made 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)(D)(vii) · Singular and Plural Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change boycott to boycotts

**WHY THIS IS CORRECT**

“Three” means more than one, so the noun must be plural: “boycotts.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change boycott to boycotts. “Three” means more than one, so the noun must be plural: “boycotts.””**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, capitalizing it is wrong because it is common, and the sentence does need the plural, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change boycott to boycotts

(11)(D)(vii) · Singular and Plural Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including common and proper nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **document**. A proper noun names a specific one:

**Declaration of Independence**.

A proper noun always begins with a capital letter.

## SENTENCE WEATHER



**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

**WHERE IT APPEARS:** “From Protest to Participation”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Common and Proper Nouns

🕒 ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and proper nouns.’”**

▶ *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 thinking.”**

**NOTE:** This week: common and proper nouns, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 35 of 36 • Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

### Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

**"The document was important."**

**I CAN** I recognize a common noun and a proper noun.

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Grade 5 • Cluster 8 • 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 editing eyes. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."**

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

**"Read this with me: 'The document was important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "document" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "document" names any one, so it is a common noun.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and proper nouns is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including common and proper nouns"*

## Choose the correct capital.

With support, choose the noun written with the correct capital letter.

**"( declaration of independence / Declaration of Independence ) was important."**

**I CAN** I can choose the correct capitalization, with support.

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Grade 5 • 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, with support. With support, choose the noun written with the correct capital letter."**

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

**"Read this with me: '( declaration of independence / Declaration of Independence ) was important.'"**

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Declaration of Independence" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Declaration of Independence" names a specific one, so it is proper and is capitalized.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

**Before:** "declaration of independence was important."

**I CAN** I can show how to capitalize a proper noun.

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Grade 5 • 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 get it right, they can explain why. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."**

**"Read this with me: Before: 'declaration of independence was important.'"**

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "Declaration of Independence was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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: "Declaration of Independence was important." The proper noun is capitalized.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

**"We read about declaration of independence."**

**I CAN** I can edit common and proper nouns myself.



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

🕒 ~4 min

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

**"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'We read about declaration of independence.' Fix the capitalization in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "We read about Declaration of Independence." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Declaration of Independence." The proper noun keeps its capital letter.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including common and proper nouns"*

## Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

**Explain why the noun is common or proper. Then check a noun in your own writing.**

**I CAN** I can evaluate common and proper nouns 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain why the noun is common or proper. Then check a noun 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:** Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

#### COMMON MISCONCEPTION

Students may give the right answer 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 **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(ix)<br>edit drafts using standard English conventions, including <b>common and proper nouns</b>            | "A document can be any one, but <b>Declaration of Independence</b> names a specific one."<br><i>document is common; Declaration of Independence is proper and is capitalized.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i> |                                                                                                                                                                                   |

→ Now open your Standards Sweep Editing Tracking Sheet, 35 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

▶ *Students complete the matching row on their Standards Sweep Editing 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, document is common; Declaration of Independence is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · 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

“document” names any one, so it is a common noun.



**CHOOSE**  
Tuesday

“Declaration of Independence” names a specific one, so it is proper and is capitalized.



**SHOW**  
Wednesday

Sample: “Declaration of Independence was important.” The proper noun is capitalized.



**OWN**  
Thursday

Sample: “We read about Declaration of Independence.” The proper noun keeps its capital letter.



**DEFEND**  
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

## 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, “document” names any one, so it is a common noun. Emergent, “Declaration of Independence” names a specific one, so it is proper and is capitalized. Visible, Sample: “Declaration of Independence was important.” The proper noun is capitalized. Independent, Sample: “We read about Declaration of Independence.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**ANSWER KEY:** “document” names any one, so it is a common noun. · “Declaration of Independence” names a specific one, so it is proper and is capitalized. · Sample: “Declaration of Independence was important.” The proper noun is capitalized. · Sample: “We read about Declaration of Independence.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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 wrong answer as ‘close enough’; require them to fix 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) We learned about declaration of independence in class.

What change should be made in sentence 1?

- A Change declaration of independence to Declaration of Independence
- B Delete the word declaration of independence
- C Change learned to learn
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: We learned about declaration of independence in class. Now, what change should be made 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)(D)(ix) · Common and Proper Nouns · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change declaration of independence to Declaration of Independence

**WHY THIS IS CORRECT**

“Declaration of Independence” is a proper noun that names a specific one, so it must begin with a capital letter.

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.

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

⌚ ~2 min

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

**“Here’s the payoff: the correct answer is A, Change declaration of independence to Declaration of Independence. “Declaration of Independence” is a proper noun that names a specific one, so it must begin with a capital letter.”**

▶ *Walk through why the other choices are traps.*

**“Deleting the noun removes a needed word, changing the verb is not the issue, and the proper noun does need a capital, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change declaration of independence to Declaration of Independence

(11)(D)(ix) · Common and Proper Nouns · 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 real error, 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 with one error for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of high-frequency words”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.  
These are words we use often, like **citizen**.  
I spell them from memory and check them every time.

## KEY IDEA

## KEY IDEA:

High-frequency words are words we use often.  
Spell them from memory and check them every time.

**WHERE IT APPEARS:** “From Protest to Participation”, a high-frequency word to spell correctly.

This deck teaches **Spelling High-Frequency Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Spelling High-Frequency Words

⌚ ~2 min

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

**“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”**

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

**“This week, our editing focus is spelling high-frequency words, the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”**

▶ *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 thinking.”**

**NOTE:** This week: spelling high-frequency words, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 36 of 36 •  
Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

### Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was citizen important."

I CAN I recognize a misspelled high-frequency word.

The Writing Academy®, LLC



Grade 5 • 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 editing eyes. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."**

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

**"Read this with me: 'The idea was citizen important.'"**

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

**ANSWER KEY:** "citizen" is spelled wrong; the correct spelling is citizen.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "citizen" is spelled wrong; the correct spelling is citizen.

#### COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

#### 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

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Choose the correct spelling.

With support, choose the correct spelling.

"( citizen / citizen )"

I CAN I can choose the correct spelling, with support.

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Grade 5 • 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, with support. With support, choose the correct spelling."**

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

**"Read this with me: '( citizen / citizen )'"**

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

**ANSWER KEY:** "citizen" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "citizen" is the correct spelling.

### COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization 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's right?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "citizen"

I CAN I can show how to correct a spelling.



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 get it right, they can explain why. Rewrite the word with the correct spelling. Show the before and the after."**

**"Read this with me: Before: 'citizen'"**

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

**ANSWER KEY:** Sample: "citizen." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "citizen." The word is now spelled correctly.

### COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

### 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 right word.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was citizen true."

I CAN I can edit the spelling of high-frequency 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 editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."**

**"Read this one: 'It was citizen true.' Fix the spelling in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "It was citizen true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was citizen true." The high-frequency word is corrected.

#### COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

#### RPLD EVIDENCE & ADVICE

Editing 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 fix and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including correct spelling of high-frequency words"*

## Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

**I CAN** I can evaluate spelling 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 you were right, you needed a reason, not just an answer. Writers do that too."**

**"Explain how you knew the correct spelling. Then check 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:** Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

### COMMON MISCONCEPTION

Students may give the right answer 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 **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                               | EXAMPLE FROM THE PASSAGE                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| (11)(D)(xxxv)<br>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b> | Before: "citizen" → After: " <b>citizen</b> "<br><i>High-frequency words are spelled from memory and checked every time.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>    |                                                                                                                              |

→ Now open your Standards Sweep Editing Tracking Sheet, 36 of 36, and complete the (11)(D)(xxxv) 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 Editing 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: "citizen"  
High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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

"citizen" is spelled wrong; the correct spelling is citizen.



**CHOOSE**  
Tuesday

"citizen" is the correct spelling.



**SHOW**  
Wednesday

Sample: "citizen." The word is now spelled correctly.



**OWN**  
Thursday

Sample: "It was citizen true." The high-frequency word is corrected.



**DEFEND**  
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

## 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, "citizen" is spelled wrong; the correct spelling is citizen. Emergent, "citizen" is the correct spelling. Visible, Sample: "citizen." The word is now spelled correctly. Independent, Sample: "It was citizen true." The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

**ANSWER KEY:** "citizen" is spelled wrong; the correct spelling is citizen. · "citizen" is the correct spelling. · Sample: "citizen." The word is now spelled correctly. · Sample: "It was citizen true." The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 wrong answer as 'close enough'; require them to fix 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 change was citizen important to the people.

What change should be made in sentence 1?

- A Change citizen to citizen
- B Change change to changes
- C Delete the word citizen
- D Make no change

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 spot the error, you’re the one in control. Read the sentence: The change was citizen important to the people. Now, what change should be made 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)(D)(xxxv) · Spelling High-Frequency Words · 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 changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread 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 wrong, that pushes toward Reflective.

**Correct answer: A** Change citizen to citizen

**WHY THIS IS CORRECT**

“citizen” is a misspelled high-frequency word; the correct spelling is “citizen.”

**WHY THE OTHER CHOICES ARE EDITORIAL TRAPS**

Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.

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

🕒 ~2 min

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

**“Here’s the payoff: the correct answer is A, Change citizen to citizen. “citizen” is a misspelled high-frequency word; the correct spelling is “citizen.””**

▶ *Walk through why the other choices are traps.*

**“Changing a correct word is wrong, deleting the word removes a needed word, and the word does need the fix, so Make no change is wrong.”**

**“Remember this all week: readers trust writing when it follows the rule.”**

**ANSWER KEY:** A, Change citizen to citizen

(11)(D)(xxxv) · Spelling High-Frequency Words · 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 real error, 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 with one error for a partner to fix.