

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "The Great Chocolate Chip Cookie Mystery"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was thing."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (clue / thing)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The students found a thing in the cafeteria records."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The thing taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The students found a thing in the cafeteria records.” → After: “The students found a clue in the cafeteria records.” <i>A weak word (thing) becomes an exact word (clue) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 1 of 36

TEKS (11)(C)(ii) • Improve Word Choice

Slide 8 of 10



NOTICE

Monday

“thing” is a mild, general word that could be replaced with a stronger one like clue.



CHOOSE

Tuesday

“clue” is a stronger, more exact word than “thing.”



SHOW

Wednesday

Sample: “The students found a clue in the cafeteria records.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The fifth graders had a good idea about why the cafeteria cookies ran out.

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

- A** The fifth graders had a good idea about why the cafeteria cookies ran out.
- B** The fifth graders had a testable theory about why the cafeteria cookies ran out.
- C** The students thought of something.
- D** Make no change.

Correct answer: B The fifth graders had a testable theory about why the cafeteria cookies ran out.

WHY THIS IS CORRECT

Choice B replaces the weak word “thing” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.

Find two short sentences about the same idea, then combine them with a word like so.

WHERE IT APPEARS: "The Great Chocolate Chip Cookie Mystery"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"The cookies ran out. The tray was empty."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"The cookies ran out, so the tray was empty."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "The cookies ran out. The tray was empty."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"The cookies ran out. The tray was empty."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The cookies ran out. The tray was empty.” → After: “The cookies ran out, so the tray was empty.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 2 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“The cookies ran out.” and “The tray was empty.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“The cookies ran out, so the tray was empty.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “The cookies ran out, so the tray was empty.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The cookies ran out, so the tray was empty.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) The cookies ran out. (2) The tray was empty.

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

A The cookies ran out, the tray was empty.

B The cookies ran out, so the tray was empty.

C After the cookies ran out

D Make no change.

Correct answer: B The cookies ran out, so the tray was empty.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like but to show how they connect.

WHERE IT APPEARS: "The Great Chocolate Chip Cookie Mystery"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"The students heard a rumor about the cookies. They checked the cafeteria records."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(but) The students heard a rumor about the cookies, but they checked the cafeteria records."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "The students heard a rumor about the cookies. They checked the cafeteria records."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"The students heard a rumor about the cookies. They checked the cafeteria records."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The students heard a rumor about the cookies. They checked the cafeteria records.” → After: “The students heard a rumor about the cookies, but they checked the cafeteria records.” <i>A transition (but) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 3 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “The students heard a rumor about the cookies. They checked the cafeteria records.” need a link to show how they connect.



CHOOSE

Tuesday

“but” shows how the ideas connect.



SHOW

Wednesday

Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The transition makes the connection clear.



OWN

Thursday

Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) The students believed the first theory. They compared the cafeteria records with the lunch count.

What is the BEST way to connect the ideas in sentence 1?

- A** The students believed the first theory. They compared the cafeteria records with the lunch count.
- B** The students believed the first theory, but they compared the cafeteria records with the lunch count.
- C** The students believed the first theory. They compared the cafeteria records with the lunch count. The students believed the first theory. They compared the cafeteria records with the lunch count.
- D** Make no change.

Correct answer: B The students believed the first theory, but they compared the cafeteria records with the lunch count.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.

Find two short sentences about the same idea, then join them with a word like and.

WHERE IT APPEARS: "The Great Chocolate Chip Cookie Mystery"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"The students checked the records. The students compared the sources."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

"The students checked the records and compared the sources."

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The students checked the records. The students compared the sources."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"The students checked the records. The students compared the sources."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The students checked the records. The students compared the sources.” → After: “The students checked the records and compared the sources.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 4 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

“The students checked the records.” and “The students compared the sources.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“and” shows how the ideas connect in “The students checked the records and compared the sources..”



SHOW

Wednesday

Sample: “The students checked the records and compared the sources.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The students checked the records and compared the sources.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) The students checked the records. (2) The students compared the sources.

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

A The students checked the records, the students compared the sources.

B The students checked the records and compared the sources.

C After comparing the sources

D Make no change.

Correct answer: B The students checked the records and compared the sources.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.

Find two short sentences about the same idea, then join them with a word like because, and, or so.

WHERE IT APPEARS: “From Tension to Revolution”, “The colonists were angry. They had no vote in Parliament.”

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences that are about the same idea and could be joined.

"The colonists were angry. They had no vote."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

"The colonists were angry (because / but) they had no vote."

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The colonists protested. They wanted a voice."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"Parliament passed new taxes. The colonists had no say."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The colonists were angry. They had no vote.” → After: “The colonists were angry because they had no vote.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 5 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

The two sentences “The colonists were angry.” and “They had no vote.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“because” is the better join because it shows the reason the colonists were angry.



SHOW

Wednesday

Sample: “The colonists protested because they wanted a voice.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Parliament passed new taxes, so the colonists had no say.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) The colonists were angry. (2) They had no vote in Parliament.

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

- A** The colonists were angry, they had no vote in Parliament.
- B** The colonists were angry because they had no vote in Parliament.
- C** The colonists were angry. And no vote in Parliament.
- D** Make no change.

Correct answer: B The colonists were angry because they had no vote in Parliament.

WHY THIS IS CORRECT

Choice B joins the two ideas with “because,” which makes one clear, complete sentence that shows why the colonists were angry.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: “From Tension to Revolution”, about the new taxes on the colonies.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was bad."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (unfair / bad)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The taxes were bad."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The bad taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

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

→ Now open your Standards Sweep Revising Tracking Sheet, 6 of 36, and complete the (11)(C)(ii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 6 of 36

TEKS (11)(C)(ii) • Improve Word Choice

Slide 8 of 10



NOTICE

Monday

“bad” is a mild, general word that could be replaced with a stronger one like unfair.



CHOOSE

Tuesday

“unfair” is a stronger, more exact word than “bad.”



SHOW

Wednesday

Sample: “The taxes were unfair and heavy.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The colonists were mad about the taxes.

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

A The colonists were furious about the unfair taxes.

B The colonists were mad about the taxes.

C The colonists were unhappy about the stuff.

D Make no change.

Correct answer: B The colonists were mad about the taxes.

WHY THIS IS CORRECT

Choice B replaces the weak word “bad” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.

Find two short sentences about the same idea, then combine them with a word like and.

WHERE IT APPEARS: “From Tension to Revolution”, about how the colonists resisted.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"The colonists protested. They boycotted British goods."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"The colonists protested and boycotted British goods."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "The colonists protested. They boycotted British goods."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"The colonists protested. They boycotted British goods."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The colonists protested. They boycotted British goods.” → After: “The colonists protested and boycotted British goods.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 7 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 7 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“The colonists protested.” and “They boycotted British goods.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“The colonists protested and boycotted British goods.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “The colonists protested and boycotted British goods.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The colonists protested and boycotted British goods.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) The colonists protested. (2) They boycotted British goods.

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

A The colonists protested, they boycotted British goods.

B The colonists protested and boycotted British goods.

C The colonists protested. And boycotted goods.

D Make no change.

Correct answer: B The colonists protested and boycotted British goods.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like Even though to show how they connect.

WHERE IT APPEARS: “From Tension to Revolution”, about the colonies growing closer.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"The colonies were punished. They grew closer together."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(Even though) Even though the colonies were punished, they grew closer together."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "The colonies were punished. They grew closer together."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"The colonies were punished. They grew closer together."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The colonies were punished. They grew closer together.” → After: “Even though the colonies were punished, they grew closer together.” <i>A transition (Even though) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 8 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 8 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “The colonies were punished. They grew closer together.” need a link to show how they connect.



CHOOSE

Tuesday

“Even though” shows how the ideas connect.



SHOW

Wednesday

Sample: “Even though the colonies were punished, they grew closer together.” The transition makes the connection clear.



OWN

Thursday

Sample: “Even though the colonies were punished, they grew closer together.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) The colonies were punished. They grew closer together.

What is the BEST way to connect the ideas in sentence 1?

- A** The colonies were punished. They grew closer together.
- B** Even though the colonies were punished, they grew closer together.
- C** The colonies were punished. They grew closer together. The colonies were punished. They grew closer together.
- D** Make no change.

Correct answer: B Even though the colonies were punished, they grew closer together.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "Spanish Rule in Early Texas"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was big."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (powerful / big)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "Spain was a big country during this time."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The big taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “Spain was a big country during this time.” → After: “Spain was one of the most powerful countries in the world during this time.” <i>A weak word (big) becomes an exact word (powerful) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 9 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“big” is a mild, general word that could be replaced with a stronger one like powerful.



CHOOSE

Tuesday

“powerful” is a stronger, more exact word than “big.”



SHOW

Wednesday

Sample: “Spain was one of the most powerful countries in the world during this time.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The Spanish soldiers had a big job protecting the missions.

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

- A** The Spanish soldiers had a big job protecting the missions.
- B** The Spanish soldiers had a difficult job protecting the missions.
- C** The Spanish soldiers had a job protecting the missions.
- D** Make no change.

Correct answer: B The Spanish soldiers had a difficult job protecting the missions.

WHY THIS IS CORRECT

Choice B replaces the weak word “big” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.
Find two short sentences about the same idea, then combine them with a word like and.

WHERE IT APPEARS: "Spanish Rule in Early Texas"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"Missions spread Catholic beliefs. Missions taught Spanish customs."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to combine ideas for coherence”

Choose the better combination.

With support, choose the smoother way to combine the ideas.

“Missions spread Catholic beliefs and taught Spanish customs.”

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "Missions spread Catholic beliefs. Missions taught Spanish customs."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"Missions spread Catholic beliefs. Missions taught Spanish customs."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “Missions spread Catholic beliefs. Missions taught Spanish customs.” → After: “Missions spread Catholic beliefs and taught Spanish customs.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 10 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 10 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“Missions spread Catholic beliefs.” and “Missions taught Spanish customs.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“Missions spread Catholic beliefs and taught Spanish customs.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “Missions spread Catholic beliefs and taught Spanish customs.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Missions spread Catholic beliefs and taught Spanish customs.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) Missions spread Catholic beliefs. (2) Missions taught Spanish customs.

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

A Missions spread Catholic beliefs, missions taught Spanish customs.

B Missions spread Catholic beliefs and taught Spanish customs.

C Because missions spread Catholic beliefs.

D Make no change.

Correct answer: B Missions spread Catholic beliefs and taught Spanish customs.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like Even though to show how they connect.

WHERE IT APPEARS: "Spanish Rule in Early Texas"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(Even though) Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.” → After: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” <i>A transition (Even though) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 11 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.” need a link to show how they connect.



CHOOSE

Tuesday

“Even though” shows how the ideas connect.



SHOW

Wednesday

Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The transition makes the connection clear.



OWN

Thursday

Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) Missions and presidios were built close together. They could support each other.

What is the BEST way to connect the ideas in sentence 1?

- A** Missions and presidios were built close together. They could support each other.
- B** Missions and presidios were built close together so they could support each other.
- C** Missions and presidios were built close together. They could support each other. Missions and presidios were built close together. They could support each other.
- D** Make no change.

Correct answer: B Missions and presidios were built close together so they could support each other.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "Spanish Rule in Early Texas"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was helped."

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





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to improve word choice”

Choose the stronger word.

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

“The change was (protected / helped).”

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "Presidios helped the missions and nearby settlements."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The helped taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “Presidios helped the missions and nearby settlements.” → After: “Presidios protected the missions and nearby settlements.” <i>A weak word (helped) becomes an exact word (protected) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 12 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“helped” is a mild, general word that could be replaced with a stronger one like protected.



CHOOSE

Tuesday

“protected” is a stronger, more exact word than “helped.”



SHOW

Wednesday

Sample: “Presidios protected the missions and nearby settlements.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) Spanish leaders wanted to keep control of Texas.

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

A Spanish leaders wanted to keep control of Texas.

B Spanish leaders wanted to maintain control of Texas.

C Spanish leaders wanted to do something with Texas.

D Make no change.

Correct answer: B Spanish leaders wanted to maintain control of Texas.

WHY THIS IS CORRECT

Choice B replaces the weak word “helped” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "Our Rights, Our Voices"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was things."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (freedoms / things)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The Bill of Rights protects important things for every person."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The things taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The Bill of Rights protects important things for every person.” → After: “The Bill of Rights protects important freedoms for every person.” <i>A weak word (things) becomes an exact word (freedoms) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.	

➔ Now open your Standards Sweep Revising Tracking Sheet, 13 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“things” is a mild, general word that could be replaced with a stronger one like freedoms.



CHOOSE

Tuesday

“freedoms” is a stronger, more exact word than “things.”



SHOW

Wednesday

Sample: “The Bill of Rights protects important freedoms for every person.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) People have things that the Bill of Rights protects.

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

A People have things that the Bill of Rights protects.

B People have freedoms that the Bill of Rights protects.

C People have stuff that the Bill of Rights protects.

D Make no change.

Correct answer: B People have freedoms that the Bill of Rights protects.

WHY THIS IS CORRECT

Choice B replaces the weak word “things” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.
Find two short sentences about the same idea,
then combine them with a word like and.

WHERE IT APPEARS: "Our Rights, Our Voices"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"The Bill of Rights protects freedom of speech. It protects freedom of religion."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"The Bill of Rights protects freedom of speech and freedom of religion."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "The Bill of Rights protects freedom of speech. It protects freedom of religion."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"The Bill of Rights protects freedom of speech. It protects freedom of religion."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The Bill of Rights protects freedom of speech. It protects freedom of religion.” → After: “The Bill of Rights protects freedom of speech and freedom of religion.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 14 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 14 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“The Bill of Rights protects freedom of speech.” and “It protects freedom of religion.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“The Bill of Rights protects freedom of speech and freedom of religion.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “The Bill of Rights protects freedom of speech and freedom of religion.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The Bill of Rights protects freedom of speech and freedom of religion.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) The Bill of Rights protects freedom of speech. (2) It protects freedom of religion.

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

A The Bill of Rights protects freedom of speech, it protects freedom of religion.

B The Bill of Rights protects freedom of speech and freedom of religion.

C Because the Bill of Rights protects freedom of speech

D Make no change.

Correct answer: B The Bill of Rights protects freedom of speech and freedom of religion.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like Therefore to show how they connect.

WHERE IT APPEARS: "Our Rights, Our Voices"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to add ideas for coherence”

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

“(Therefore) The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.”

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.” → After: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” <i>A transition (Therefore) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 15 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 15 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.” need a link to show how they connect.



CHOOSE

Tuesday

“Therefore” shows how the ideas connect.



SHOW

Wednesday

Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The transition makes the connection clear.



OWN

Thursday

Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves.

What is the BEST way to connect the ideas in sentence 1?

- A** The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves.
- B** The Bill of Rights protects fair trials, so people accused of crimes deserve a chance to defend themselves.
- C** The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves. The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves.
- D** Make no change.

Correct answer: B The Bill of Rights protects fair trials, so people accused of crimes deserve a chance to defend themselves.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.
Find two short sentences about the same idea,
then join them with a word like so.

WHERE IT APPEARS: "Our Rights, Our Voices"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"The Bill of Rights protects fair trials. People deserve a chance to defend themselves."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

"The Bill of Rights protects fair trials, so people deserve a chance to defend themselves."

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The Bill of Rights protects fair trials. People deserve a chance to defend themselves."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"The Bill of Rights protects fair trials. People deserve a chance to defend themselves."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The Bill of Rights protects fair trials. People deserve a chance to defend themselves.” → After: “The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 16 of 36, and complete the (11)(C)(i) row.

ANSWERS, Across the Five Thinking Levels

SHEET 16 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

“The Bill of Rights protects fair trials.” and “People deserve a chance to defend themselves.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“so” shows how the ideas connect in “The Bill of Rights protects fair trials, so people deserve a chance to defend themselves..”



SHOW

Wednesday

Sample: “The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) The Bill of Rights protects fair trials. (2) People deserve a chance to defend themselves.

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

A The Bill of Rights protects fair trials, people deserve a chance to defend themselves.

B The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.

C To protect the rights of the people

D Make no change.

Correct answer: B The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "Words That Changed a Nation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was bad."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (unfair / bad)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The colonists said British rule was bad."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The bad taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The colonists said British rule was bad.” → After: “The colonists said British rule was unfair.” <i>A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.	

➔ Now open your Standards Sweep Revising Tracking Sheet, 17 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“bad” is a mild, general word that could be replaced with a stronger one like unfair.



CHOOSE

Tuesday

“unfair” is a stronger, more exact word than “bad.”



SHOW

Wednesday

Sample: “The colonists said British rule was unfair.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The colonists wanted to fix the bad treatment they received from Great Britain.

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

A The colonists wanted to fix the bad treatment they received from Great Britain.

B The colonists wanted to end the unfair treatment they received from Great Britain.

C The colonists wanted to change some things.

D Make no change.

Correct answer: B The colonists wanted to end the unfair treatment they received from Great Britain.

WHY THIS IS CORRECT

Choice B replaces the weak word “bad” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.

Find two short sentences about the same idea, then combine them with a word like so.

WHERE IT APPEARS: "Words That Changed a Nation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"The colonists valued liberty. The colonists wanted to choose their own government."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"The colonists valued liberty, so they wanted to choose their own government."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "The colonists valued liberty. The colonists wanted to choose their own government."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"The colonists valued liberty. The colonists wanted to choose their own government."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “The colonists valued liberty. The colonists wanted to choose their own government.” → After: “The colonists valued liberty, so they wanted to choose their own government.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 18 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 18 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“The colonists valued liberty.” and “The colonists wanted to choose their own government.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“The colonists valued liberty, so they wanted to choose their own government.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “The colonists valued liberty, so they wanted to choose their own government.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The colonists valued liberty, so they wanted to choose their own government.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) The colonists valued liberty. (2) The colonists wanted to choose their own government.

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

A The colonists valued liberty, they wanted to choose their own government.

B The colonists valued liberty, so they wanted to choose their own government.

C Because the colonists valued liberty

D Make no change.

Correct answer: B The colonists valued liberty, so they wanted to choose their own government.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like Therefore, to show how they connect.

WHERE IT APPEARS: "Words That Changed a Nation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(Therefore,) The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” → After: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” <i>A transition (Therefore,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 19 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 19 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” need a link to show how they connect.



CHOOSE

Tuesday

“Therefore,” shows how the ideas connect.



SHOW

Wednesday

Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The transition makes the connection clear.



OWN

Thursday

Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) The British government did not respect the colonists' rights. The colonists declared independence.

What is the BEST way to connect the ideas in sentence 1?

- A** The British government did not respect the colonists' rights. The colonists declared independence.
- B** The British government did not respect the colonists' rights, so the colonists declared independence.
- C** The British government did not respect the colonists' rights. The colonists declared independence. The British government did not respect the colonists' rights. The colonists declared independence.
- D** Make no change.

Correct answer: B The British government did not respect the colonists' rights, so the colonists declared independence.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.

Find two short sentences about the same idea, then join them with a word like so.

WHERE IT APPEARS: "Words That Changed a Nation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"The colonists wanted liberty. They rejected British rule."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure”

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

“The colonists wanted liberty, so they rejected British rule.”

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The colonists wanted liberty. They rejected British rule."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"The colonists wanted liberty. They rejected British rule."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The colonists wanted liberty. They rejected British rule.” → After: “The colonists wanted liberty, so they rejected British rule.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 20 of 36, and complete the (11)(C)(i) row.

ANSWERS, Across the Five Thinking Levels

SHEET 20 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

“The colonists wanted liberty.” and “They rejected British rule.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“so” shows how the ideas connect in “The colonists wanted liberty, so they rejected British rule..”



SHOW

Wednesday

Sample: “The colonists wanted liberty, so they rejected British rule.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The colonists wanted liberty, so they rejected British rule.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) The colonists wanted liberty. (2) They rejected British rule.

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

- A** The colonists wanted liberty, they rejected British rule.
- B** The colonists wanted liberty, so they rejected British rule.
- C** To win independence from Great Britain
- D** Make no change.

Correct answer: B The colonists wanted liberty, so they rejected British rule.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "A Difficult Compromise"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was made."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (increased / made)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The Three Fifths Compromise made a change to representation in Congress."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The made taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The Three Fifths Compromise made a change to representation in Congress.” → After: “The Three Fifths Compromise increased Southern representation in Congress.” <i>A weak word (made) becomes an exact word (increased) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 21 of 36, and complete the (11)(C)(ii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 21 of 36

TEKS (11)(C)(ii) • Improve Word Choice

Slide 8 of 10



NOTICE

Monday

“made” is a mild, general word that could be replaced with a stronger one like increased.



CHOOSE

Tuesday

“increased” is a stronger, more exact word than “made.”



SHOW

Wednesday

Sample: “The Three Fifths Compromise increased Southern representation in Congress.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The delegates made a rule for counting population.

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

- A** The delegates made a rule for counting population.
- B** The delegates adopted the Three Fifths Compromise for counting population.
- C** The delegates did something at the convention.
- D** Make no change.

Correct answer: B The delegates adopted the Three Fifths Compromise for counting population.

WHY THIS IS CORRECT

Choice B replaces the weak word “made” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.
Find two short sentences about the same idea,
then combine them with a word like because.

WHERE IT APPEARS: "A Difficult Compromise"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress.” → After: “Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 22 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 22 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“Delegates debated whether enslaved people should count toward a state's population.” and “They needed a rule for representation in Congress.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) Delegates debated whether enslaved people should count toward a state's population. (2) They needed a rule for representation in Congress.

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

- A** Delegates debated whether enslaved people should count toward a state's population, they needed a rule for representation in Congress.
- B** Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.
- C** To decide representation in Congress
- D** Make no change.

Correct answer: B Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like However, to show how they connect.

WHERE IT APPEARS: "A Difficult Compromise"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(However,) The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.” → After: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” <i>A transition (However,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 23 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 23 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.” need a link to show how they connect.



CHOOSE

Tuesday

“However,” shows how the ideas connect.



SHOW

Wednesday

Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The transition makes the connection clear.



OWN

Thursday

Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) The compromise increased Southern representation. It left slavery unsolved.

What is the BEST way to connect the ideas in sentence 1?

- A** The compromise increased Southern representation. It left slavery unsolved.
- B** The compromise increased Southern representation, but it left slavery unsolved.
- C** The compromise increased Southern representation. It left slavery unsolved. The compromise increased Southern representation. It left slavery unsolved.
- D** Make no change.

Correct answer: B The compromise increased Southern representation, but it left slavery unsolved.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.

Find two short sentences about the same idea, then join them with a word like before.

WHERE IT APPEARS: "A Difficult Compromise"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"The delegates debated counting population. They reached the Three Fifths Compromise."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

"The delegates debated counting population before they reached the Three Fifths Compromise."

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The delegates debated counting population. They reached the Three Fifths Compromise."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"The delegates debated counting population. They reached the Three Fifths Compromise."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The delegates debated counting population. They reached the Three Fifths Compromise.” → After: “The delegates debated counting population before they reached the Three Fifths Compromise.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 24 of 36, and complete the (11)(C)(i) row.

ANSWERS, Across the Five Thinking Levels

SHEET 24 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

“The delegates debated counting population.” and “They reached the Three Fifths Compromise.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“before” shows how the ideas connect in “The delegates debated counting population before they reached the Three Fifths Compromise..”



SHOW

Wednesday

Sample: “The delegates debated counting population before they reached the Three Fifths Compromise.”
Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The delegates debated counting population before they reached the Three Fifths Compromise.”
The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) The delegates debated counting population. (2) They reached the Three Fifths Compromise.

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

- A** The delegates debated counting population, they reached the Three Fifths Compromise.
- B** The delegates debated counting population before they reached the Three Fifths Compromise.
- C** Because the delegates disagreed about representation
- D** Make no change.

Correct answer: B The delegates debated counting population before they reached the Three Fifths Compromise.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "A Voice in the Community"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was good."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (valuable / good)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "Volunteering is a good way to help a community."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The good taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “Volunteering is a good way to help a community.” → After: “Volunteering is a valuable way to help a community.” <i>A weak word (good) becomes an exact word (valuable) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 25 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“good” is a mild, general word that could be replaced with a stronger one like valuable.



CHOOSE

Tuesday

“valuable” is a stronger, more exact word than “good.”



SHOW

Wednesday

Sample: “Volunteering is a valuable way to help a community.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) Our class made a good choice when we spoke up at the town meeting.

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

- A** Our class made a good choice when we spoke up at the town meeting.
- B** Our class made a valuable choice when we spoke up at the town meeting.
- C** Our class made a choice when we did something in the community.
- D** Make no change.

Correct answer: B Our class made a valuable choice when we spoke up at the town meeting.

WHY THIS IS CORRECT

Choice B replaces the weak word “good” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.
Find two short sentences about the same idea,
then combine them with a word like and.

WHERE IT APPEARS: "A Voice in the Community"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"Maya attended the town meeting. Maya shared her idea about the new park."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"Maya attended the town meeting and shared her idea about the new park."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "Maya attended the town meeting. Maya shared her idea about the new park."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"Maya attended the town meeting. Maya shared her idea about the new park."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “Maya attended the town meeting. Maya shared her idea about the new park.” → After: “Maya attended the town meeting and shared her idea about the new park.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 26 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 26 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“Maya attended the town meeting.” and “Maya shared her idea about the new park.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“Maya attended the town meeting and shared her idea about the new park.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “Maya attended the town meeting and shared her idea about the new park.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Maya attended the town meeting and shared her idea about the new park.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) Maya attended the town meeting. (2) Maya shared her idea about the new park.

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

A Maya attended the town meeting, Maya shared her idea about the new park.

B Maya attended the town meeting and shared her idea about the new park.

C Because Maya volunteered at the food drive

D Make no change.

Correct answer: B Maya attended the town meeting and shared her idea about the new park.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like As a result, to show how they connect.

WHERE IT APPEARS: "A Voice in the Community"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"Lena helped clean the park. Neighbors had a safer place to play."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(As a result,) Lena helped clean the park. As a result, neighbors had a safer place to play."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "Lena helped clean the park. Neighbors had a safer place to play."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"Lena helped clean the park. Neighbors had a safer place to play."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “Lena helped clean the park. Neighbors had a safer place to play.” → After: “Lena helped clean the park. As a result, neighbors had a safer place to play.” <i>A transition (As a result,) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 27 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 27 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “Lena helped clean the park. Neighbors had a safer place to play.” need a link to show how they connect.



CHOOSE

Tuesday

“As a result,” shows how the ideas connect.



SHOW

Wednesday

Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The transition makes the connection clear.



OWN

Thursday

Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) Kai spoke at the community meeting. The council heard a student's idea.

What is the BEST way to connect the ideas in sentence 1?

- A** Kai spoke at the community meeting. The council heard a student's idea.
- B** Kai spoke at the community meeting, so the council heard a student's idea.
- C** Kai spoke at the community meeting. The council heard a student's idea. Kai spoke at the community meeting. The council heard a student's idea.
- D** Make no change.

Correct answer: B Kai spoke at the community meeting, so the council heard a student's idea.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.
Find two short sentences about the same idea,
then join them with a word like and.

WHERE IT APPEARS: "A Voice in the Community"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"Nora voted in the class election. She encouraged her friends to vote."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure”

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

“Nora voted in the class election, and she encouraged her friends to vote.”

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "Nora voted in the class election. She encouraged her friends to vote."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"Nora voted in the class election. She encouraged her friends to vote."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “Nora voted in the class election. She encouraged her friends to vote.” → After: “Nora voted in the class election, and she encouraged her friends to vote.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 28 of 36, and complete the (11)(C)(i) row.

ANSWERS, Across the Five Thinking Levels

SHEET 28 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

“Nora voted in the class election.” and “She encouraged her friends to vote.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“and” shows how the ideas connect in “Nora voted in the class election, and she encouraged her friends to vote..”



SHOW

Wednesday

Sample: “Nora voted in the class election, and she encouraged her friends to vote.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “Nora voted in the class election, and she encouraged her friends to vote.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) Nora voted in the class election. (2) She encouraged her friends to vote.

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

- A** Nora voted in the class election, she encouraged her friends to vote.
- B** Nora voted in the class election, and she encouraged her friends to vote.
- C** After volunteering at the food drive
- D** Make no change.

Correct answer: B Nora voted in the class election, and she encouraged her friends to vote.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "One Voice Can Start a Wave"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was thing."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (statement / thing)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The colonists made a thing that helped people unite against unfair taxes."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The thing taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The colonists made a thing that helped people unite against unfair taxes.” → After: “The colonists made a statement that helped people unite against unfair taxes.” <i>A weak word (thing) becomes an exact word (statement) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 29 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“thing” is a mild, general word that could be replaced with a stronger one like statement.



CHOOSE

Tuesday

“statement” is a stronger, more exact word than “thing.”



SHOW

Wednesday

Sample: “The colonists made a statement that helped people unite against unfair taxes.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The colonists made a thing that helped people unite against unfair taxes.

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

- A** The colonists made a thing that helped people unite against unfair taxes.
- B** The colonists made a statement that helped people unite against unfair taxes.
- C** The colonists did something that helped people unite.
- D** Make no change.

Correct answer: B The colonists made a statement that helped people unite against unfair taxes.

WHY THIS IS CORRECT

Choice B replaces the weak word “thing” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.
Find two short sentences about the same idea,
then combine them with a word like and.

WHERE IT APPEARS: "One Voice Can Start a Wave"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"One colonist asked a question. Other colonists heard the question."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to combine ideas for coherence”

Choose the better combination.

With support, choose the smoother way to combine the ideas.

“One colonist asked a question, and other colonists heard it.”

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "One colonist asked a question. Other colonists heard the question."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"One colonist asked a question. Other colonists heard the question."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “One colonist asked a question. Other colonists heard the question.” → After: “One colonist asked a question, and other colonists heard it.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 30 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 30 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“One colonist asked a question.” and “Other colonists heard the question.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“One colonist asked a question, and other colonists heard it.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “One colonist asked a question, and other colonists heard it.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “One colonist asked a question, and other colonists heard it.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) One colonist asked a question. (2) Other colonists heard the question.

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

A One colonist asked a question, other colonists heard the question.

B One colonist asked a question, and other colonists heard it.

C Because one colonist asked a question

D Make no change.

Correct answer: B One colonist asked a question, and other colonists heard it.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.

Find two ideas that need a link, then add a transition like so to show how they connect.

WHERE IT APPEARS: "One Voice Can Start a Wave"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"The colonists questioned unfair taxes. They shared their concerns with more people."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(so) The colonists questioned unfair taxes, so they shared their concerns with more people."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "The colonists questioned unfair taxes. They shared their concerns with more people."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"The colonists questioned unfair taxes. They shared their concerns with more people."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “The colonists questioned unfair taxes. They shared their concerns with more people.” → After: “The colonists questioned unfair taxes, so they shared their concerns with more people.” <i>A transition (so) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 31 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 31 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “The colonists questioned unfair taxes. They shared their concerns with more people.” need a link to show how they connect.



CHOOSE

Tuesday

“so” shows how the ideas connect.



SHOW

Wednesday

Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The transition makes the connection clear.



OWN

Thursday

Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) One voice questioned unfair taxes. More colonists joined the call for change.

What is the BEST way to connect the ideas in sentence 1?

- A** One voice questioned unfair taxes. More colonists joined the call for change.
- B** One voice questioned unfair taxes, and more colonists joined the call for change.
- C** One voice questioned unfair taxes. More colonists joined the call for change. One voice questioned unfair taxes. More colonists joined the call for change.
- D** Make no change.

Correct answer: B One voice questioned unfair taxes, and more colonists joined the call for change.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.

Find two short sentences about the same idea, then join them with a word like and.

WHERE IT APPEARS: "One Voice Can Start a Wave"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"The colonists spoke. The colonists united."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure”

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

“The colonists spoke, and they united for change.”

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "The colonists spoke. The colonists united."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"The colonists spoke. The colonists united."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “The colonists spoke. The colonists united.” → After: “The colonists spoke, and they united for change.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

→ Now open your Standards Sweep Revising Tracking Sheet, 32 of 36, and complete the (11)(C)(i) row.



NOTICE

Monday

“The colonists spoke.” and “The colonists united.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“and” shows how the ideas connect in “The colonists spoke, and they united for change..”



SHOW

Wednesday

Sample: “The colonists spoke, and they united for change.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “The colonists spoke, and they united for change.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) The colonists spoke. (2) The colonists united.

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

- A** The colonists spoke, the colonists united.
- B** The colonists spoke, and they united for change.
- C** United for change
- D** Make no change.

Correct answer: B The colonists spoke, and they united for change.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve word choice”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

KEY IDEA

REVISING TOOL: Swap in a stronger word.

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

WHERE IT APPEARS: "From Protest to Participation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Which word could be stronger?

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

"The change was big."

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





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Choose the stronger word.

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

"The change was (shared / big)."

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





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Show your revision (Before, After).

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

Before: "The local problem became a big cause when people joined together."

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





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve word choice"

Revise on your own.

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

"The big taxes upset the people."

I CAN I can improve word choice myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve word choice"

Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(ii) revise drafts to improve word choice	Before: “The local problem became a big cause when people joined together.” → After: “The local problem became a shared cause when people joined together.” <i>A weak word (big) becomes an exact word (shared) that shows the reader what the writer means.</i>
MY OWN EXAMPLE: <i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 33 of 36, and complete the (11)(C)(ii) row.



NOTICE

Monday

“big” is a mild, general word that could be replaced with a stronger one like shared.



CHOOSE

Tuesday

“shared” is a stronger, more exact word than “big.”



SHOW

Wednesday

Sample: “The local problem became a shared cause when people joined together.” A stronger word shows exactly what the writer means.



OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



DEFEND

Friday

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

Read this part of a student's draft.

(1) The local problem became a big cause when people joined together.

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

A The local problem became a big cause when people joined together.

B The local problem became a shared cause when people joined together.

C The local problem became a thing when people joined together.

D Make no change.

Correct answer: B The local problem became a shared cause when people joined together.

WHY THIS IS CORRECT

Choice B replaces the weak word “big” with a stronger, more exact word, so the reader understands exactly what the writer means.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

EXACT TEKS WORDING (from TEA)

“revise drafts to combine ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Combine two sentences.
Find two short sentences about the same idea, then combine them with a word like so.

WHERE IT APPEARS: "From Protest to Participation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

"People asked why the rule was unfair. They planned a protest."

I CAN I recognize two sentences that could be combined.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Choose the better combination.

With support, choose the smoother way to combine the ideas.

"People asked why the rule was unfair, so they planned a protest."

I CAN I can choose a clear way to combine sentences, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

Before: "People asked why the rule was unfair. They planned a protest."

I CAN I can show how combining sentences improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Revise on your own.

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

"People asked why the rule was unfair. They planned a protest."

I CAN I can combine sentences myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to combine ideas for coherence"

Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

Explain why your combined sentence is clearer. Then combine two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(v) revise drafts to combine ideas for coherence	Before: “People asked why the rule was unfair. They planned a protest.” → After: “People asked why the rule was unfair, so they planned a protest.” <i>Two short sentences about the same idea become one clear sentence that flows.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 34 of 36, and complete the (11)(C)(v) row.

ANSWERS, Across the Five Thinking Levels

SHEET 34 of 36

TEKS (11)(C)(v) • Combine Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

“People asked why the rule was unfair.” and “They planned a protest.” are short and about the same idea, so they can be combined.



CHOOSE

Tuesday

“People asked why the rule was unfair, so they planned a protest.” combines the ideas smoothly.



SHOW

Wednesday

Sample: “People asked why the rule was unfair, so they planned a protest.” Combining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “People asked why the rule was unfair, so they planned a protest.” The combined sentence flows more clearly.



DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

Read this part of a student's draft.

(1) People asked why the rule was unfair. (2) They planned a protest.

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

- A** People asked why the rule was unfair, they planned a protest.
- B** People asked why the rule was unfair, so they planned a protest.
- C** Because people wanted change
- D** Make no change.

Correct answer: B People asked why the rule was unfair, so they planned a protest.

WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

EXACT TEKS WORDING (from TEA)

“revise drafts to add ideas for coherence”

WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.
Adding a connecting word helps my reader follow how one idea leads to another.

KEY IDEA

REVISING TOOL: Add a connecting word.
Find two ideas that need a link, then add a transition like Soon to show how they connect.

WHERE IT APPEARS: "From Protest to Participation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

"A town's unfair rule upset one family. Other families learned about the problem."

I CAN I recognize where a transition would help ideas connect.





TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

"(Soon) A town's unfair rule upset one family. Soon, other families learned about the problem."

I CAN I can choose a transition that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

Before: "A town's unfair rule upset one family. Other families learned about the problem."

I CAN I can show how a transition improves coherence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

"A town's unfair rule upset one family. Other families learned about the problem."

I CAN I can add a transition myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to add ideas for coherence"

Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

Explain why your transition makes the ideas clearer. Then add a transition in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(iii) revise drafts to add ideas for coherence	Before: “A town's unfair rule upset one family. Other families learned about the problem.” → After: “A town's unfair rule upset one family. Soon, other families learned about the problem.” <i>A transition (Soon) is added so the reader can see how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i>	

➔ Now open your Standards Sweep Revising Tracking Sheet, 35 of 36, and complete the (11)(C)(iii) row.

ANSWERS, Across the Five Thinking Levels

SHEET 35 of 36

TEKS (11)(C)(iii) • Add Ideas for Coherence

Slide 8 of 10



NOTICE

Monday

The ideas in “A town's unfair rule upset one family. Other families learned about the problem.” need a link to show how they connect.



CHOOSE

Tuesday

“Soon” shows how the ideas connect.



SHOW

Wednesday

Sample: “A town's unfair rule upset one family. Soon, other families learned about the problem.” The transition makes the connection clear.



OWN

Thursday

Sample: “A town's unfair rule upset one family. Soon, other families learned about the problem.” The added transition helps the ideas flow.



DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

Read this part of a student's draft.

(1) One family questioned the unfair rule. More people joined the protest.

What is the BEST way to connect the ideas in sentence 1?

- A** One family questioned the unfair rule. More people joined the protest.
- B** One family questioned the unfair rule, and more people joined the protest.
- C** One family questioned the unfair rule. More people joined the protest. One family questioned the unfair rule. More people joined the protest.
- D** Make no change.

Correct answer: B One family questioned the unfair rule, and more people joined the protest.

WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

KEY IDEA

REVISING TOOL: Join choppy sentences.
Find two short sentences about the same idea,
then join them with a word like because.

WHERE IT APPEARS: "From Protest to Participation"

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

"People asked questions. They wanted change."

I CAN I recognize short, choppy sentences that could be joined.





TODAY'S THINKING JOB

CHOOSE

“I can do it with support.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure”

Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

“People asked questions because they wanted change.”

I CAN I can choose a joining word that fits the meaning, with support.





TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Show your revision (Before, After).

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

Before: "People asked questions. They wanted change."

I CAN I can show how joining sentences improves the structure.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

"People asked questions. They wanted change."

I CAN I can improve sentence structure myself.





TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure"

Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.

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



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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure	Before: “People asked questions. They wanted change.” → After: “People asked questions because they wanted change.” <i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i>
MY OWN EXAMPLE: <i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i>	

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

ANSWERS, Across the Five Thinking Levels

SHEET 36 of 36

TEKS (11)(C)(i) • Improve Sentence Structure

Slide 8 of 10



NOTICE

Monday

“People asked questions.” and “They wanted change.” are short and about the same idea, so they can be joined.



CHOOSE

Tuesday

“because” shows how the ideas connect in “People asked questions because they wanted change..”



SHOW

Wednesday

Sample: “People asked questions because they wanted change.” Joining the sentences shows how the ideas connect.



OWN

Thursday

Sample: “People asked questions because they wanted change.” The joined sentence flows more clearly.



DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

Read this part of a student's draft.

(1) People asked questions. (2) They wanted change.

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

- A** People asked questions, they wanted change.
- B** People asked questions because they wanted change.
- C** To create a shared cause
- D** Make no change.

Correct answer: B People asked questions because they wanted change.

WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.