

EXACT TEKS WORDING (from TEA)

“revise drafts to improve sentence structure by adding ideas”

WHAT DOES THIS MEAN TO ME?

When I revise, I improve my sentences by **adding ideas** — a detail, a reason, or a description.
I can also **combine** two short sentences into one stronger sentence so my writing flows better.

KEY IDEA

REVISING TOOL: Add an idea.

Combine two short sentences, or add a detail, to make one stronger, clearer sentence.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — “The Pilgrims explored the land and found an area called Plymouth.”

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

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TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction
• Revise by Adding an Idea

⌚ ~2
min

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

▶ Write two short sentences on the board: “There was fresh water. Crops could grow.”

“Both of these are correct — nothing is misspelled. But a strong writer asks a different question: can I make this **BETTER**? That’s revising.”

“This week our **REVISING** tool is Add an Idea. We add a detail — or combine two short sentences into one — to make the writing fuller and stronger. Remember: editing fixes mistakes; revising makes good writing even better.”

▶ Read the standard and preview the five-day climb: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

ANSWER KEY: Revising = making writing stronger by adding an idea (not fixing mistakes).

PREP & MATERIALS: the Add-an-Idea revising slide deck • student Standards Sweep **REVISING** Tracking Sheets • pencils/highlighters • two short sentence strips students can physically join.

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Ask: “What’s the difference between editing and revising?”
Expected: editing fixes errors; revising makes the writing better/stronger.

COMMON MISCONCEPTION

Students may think revising means fixing spelling or grammar — steer them to adding meaning.

POSSIBLE STUDENT QUESTION

“If nothing is wrong, why change it?” Because revising makes correct writing clearer and richer.

RPLD EVIDENCE & ADVICE

Roadmap only; nothing measured yet. Set the target and the five-level climb.

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

Ask a volunteer to name one detail they could add to a sentence before Monday.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"revise drafts to improve sentence structure by adding ideas"

Which sentence could be stronger?

Read the sentences. Find a short or choppy sentence that could be improved by adding an idea.

"There was fresh water. Crops could grow."

I CAN I recognize a sentence that could be improved by adding an idea.

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Grade 3 • Cluster 1 • Module 1 • Monday

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

⏱ -4
min

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

"Today our only job is to NOTICE — to find a sentence that could be made stronger. Read this with me: "There was fresh water. Crops could grow.""

▶ Give quiet think time. Have students point to the two short sentences that could be joined or given more detail. We are only spotting them today — not revising yet.

ANSWER KEY: Two short sentences that could be combined or given more detail.

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Ask: "Point to a spot we could make stronger." Expected: the two short, choppy sentences.

COMMON MISCONCEPTION

Students may look for a spelling or grammar error — remind them nothing is wrong; we're hunting for a chance to add.

POSSIBLE STUDENT QUESTION

"Is this sentence broken?" No — it's correct, but short. Revising makes it fuller.

RPLD EVIDENCE & ADVICE

Noticing a revision opportunity with a prompt is Foundational. Give wait time; accept pointing.

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

When easy, nudge to CHOOSE: "What idea could we add to tell more?"



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"revise drafts to improve sentence structure by adding ideas"

Choose the idea that improves the sentence.

With support, choose the detail that best strengthens the sentence.

"The Pilgrims built homes" + (quickly, because winter was coming / and stuff)

I CAN I can choose an idea that improves a sentence, with support.

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

⌚ -4 min

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

"When you tell a story, you choose the detail that makes it interesting. Revising works the same way. Read with me: "The Pilgrims built homes," and choose what to add — "quickly, because winter was coming" or "and stuff.""

▶ Guide students to "quickly, because winter was coming." Ask why together: it adds a real reason and detail; "and stuff" adds nothing.

ANSWER KEY: "quickly, because winter was coming" — it adds a real reason/detail.

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Ask: "Which idea makes the sentence stronger, and why?"
Expected: "quickly, because winter was coming" — it adds real information.

COMMON MISCONCEPTION

Students may pick the vague option ("and stuff") because it's shorter or sounds casual.

POSSIBLE STUDENT QUESTION

"Why isn't 'and stuff' a good add?" It doesn't tell the reader anything new.

RPLD EVIDENCE & ADVICE

Choosing the stronger detail with support is Emergent. Keep the "does it add real meaning?" scaffold.

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

To move to SHOW, ask them to explain how the added idea helps the reader.



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"revise drafts to improve sentence structure by adding ideas"

Show your revision (Before → After).

Rewrite the sentence, adding an idea. Show the before and the after.

Before: "There was fresh water. Crops could grow." → **After:** "There was fresh water and land where crops could grow."

I CAN I can show how adding an idea improves a sentence.

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

⌚ -4 min

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

"Strong writers can show their thinking — a Before and an After. Read the Before: "There was fresh water. Crops could grow.""

▶ Have students rewrite it into one stronger sentence by adding an idea, then read their Before and After aloud.

"Here's one strong After: "There was fresh water and land where crops could grow." Notice how one fuller sentence tells the reader more."

ANSWER KEY: Before → After: "There was fresh water and land where crops could grow."

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Ask: "Show your Before and After and tell what you added." Expected: one combined sentence plus what idea was added.

COMMON MISCONCEPTION

Students may just glue the two sentences with "and" without adding a real idea.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No — keep what works, add what's missing.

RPLD EVIDENCE & ADVICE

A visible Before→After with an explanation is Visible evidence. Look for the added idea, not just a longer sentence.

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

To move to OWN, remove the model and have them revise a fresh pair with no help.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"revise drafts to improve sentence structure by adding ideas"

Revise on your own.

Combine and improve these sentences by adding an idea — no word bank.

"The harbor was there. Ships could anchor." →

I CAN I can improve sentence structure by adding ideas myself.

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Grade 3 • Cluster 1 • Module 1 • Thursday

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

⌚ ~4 min

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

"Editor's chair is yours — no help from me. Read this pair: "The harbor was there. Ships could anchor." Combine and improve them by adding an idea."

▶ No word bank. Have students write one stronger sentence, reread it, then revise a sentence of their own the same way.

ANSWER KEY: e.g., "The harbor was there, so ships could anchor safely." (combined + added an idea)

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Have students hand you the revised sentence. Expected: one sentence that combines the two and adds an idea (e.g., "safely").

COMMON MISCONCEPTION

Students may combine without adding anything new, or add a detail that doesn't fit.

POSSIBLE STUDENT QUESTION

"Is there one right answer?" No — any added idea that makes it clearer and stronger works.

RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the model.

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

To move to DEFEND, ask them to justify how their addition made it stronger.



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"revise drafts to improve sentence structure by adding ideas"

Evaluate and transfer.

Defend your revision, then improve a sentence of your own by adding an idea.

Explain how your added idea made the sentence stronger. Then revise one of your own sentences by adding a detail.

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

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Grade 3 • Cluster 1 • Module 1 • Friday

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

⌚ -5 min

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

"Being able to explain WHY a change helps shows up in every essay you'll write. Tell me: how did adding "so ships could anchor safely" make the sentence stronger?"

▶ *Guide to: it tells the reader WHY the harbor mattered, so the writing gives more information.*

"Now transfer it — find a short sentence in your own writing and make it stronger by adding an idea, and be ready to defend your choice."

ANSWER KEY: The added idea tells the reader WHY it mattered; transfer to the student's own writing.

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Ask: "Defend your revision, then add an idea to a sentence of your own." Expected: a clear reason plus a self-written, stronger sentence.

COMMON MISCONCEPTION

Students may give the right revision but a weak reason ("it's longer") instead of "it adds meaning."

POSSIBLE STUDENT QUESTION

"Can a sentence have too many added ideas?" Yes — add what helps; cut what clutters (that's the Delete habit).

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective — the top level. Look for reasoning tied to meaning, then application.

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

Stretch: have them revise an earlier piece of their own writing by adding one strong idea.

YOUR TURN — Fill in your Tracking Sheet

TEKS (11)(C)(i) • Improve Sentence Structure — Adding Ideas

SHEET 1 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(C)(i) revise drafts to improve sentence structure by adding ideas	Before: "The Pilgrims found Plymouth. There were forests." → After: "The Pilgrims found Plymouth, where forests were filled with tall trees for building homes and ships. " <i>Two short sentences become one stronger sentence by adding an idea.</i>
MY OWN EXAMPLE: <i>Choose two short sentences from the passage. Revise them into one stronger sentence by adding an idea. Write your Before and your After.</i>	

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

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · YOUR TURN · Fill in the Tracking Sheet

⌚ ~5 min

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

“Now make this thinking your own.”

▶ *Students complete the “improve sentence structure by adding ideas” row on their Standards Sweep REVISING Tracking Sheet — the standard, their own Before→After example, and the idea they added. Circulate to read where each student sits on the climb.*

ANSWER KEY: Student's own Before→After shows an added idea that strengthens the sentence.

(11)(C)(i) · Revise by Adding an Idea · Sheet 1 of 36 · Grade 3

CHECK FOR UNDERSTANDING

Collect the row: the example should show a real added idea, not just a longer sentence.

COMMON MISCONCEPTION

Students may copy the sample instead of writing their own.

POSSIBLE STUDENT QUESTION

“Any topic?” Yes — as long as the added idea makes the sentence stronger.

RPLD EVIDENCE & ADVICE

The tracking sheet is your record of each student's level for this revising skill.

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

For more, have them trade sentences with a partner to revise by adding.



NOTICE
Monday

Either sentence — both are short and could be combined or given more detail.



CHOOSE
Tuesday

“quickly, because winter was coming” — it adds a real reason/detail.



SHOW
Wednesday

“There was fresh water and land where crops could grow.” (the two ideas are joined and clearer).



OWN
Thursday

Sample: “The harbor was there, so ships could anchor safely.” (combined + added an idea).



DEFEND
Friday

Adding “so ships could anchor safely” tells the reader WHY the harbor mattered, which makes the sentence stronger. Then students revise their own sentence.

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

⌚ -3 min

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

“Let's trace our thinking across the week.”

▶ Have students self-check and correct: **NOTICE** — the two short sentences could be combined/given more detail. **CHOOSE** — “quickly, because winter was coming.” **SHOW** — “There was fresh water and land where crops could grow.” **OWN** — “The harbor was there, so ships could anchor safely.” **DEFEND** — the added idea tells the reader WHY, making the writing stronger.

ANSWER KEY: combine · “quickly, because winter was coming” · fresh water + land · harbor + safely · adds the WHY.

(11)(C)(i) · Revise by Adding an Idea · Sheet 1 of 36 · Grade 3

CHECK FOR UNDERSTANDING

Students compare their revisions to each level's answer and mark where they added a strong idea.

COMMON MISCONCEPTION

They may accept a longer sentence with no new idea — require a real addition.

POSSIBLE STUDENT QUESTION

“Right sentence, weak reason?” Restate the “it adds meaning” reason.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work.

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

Ask a self-corrector what idea they added and why it helped.

Read this part of a student's draft.

(3) The Pilgrims explored the land. (4) They found an area called Plymouth.

What is the **BEST** way to combine sentences 3 and 4 to improve the writing?

- A The Pilgrims explored the land they found an area called Plymouth.
- B The Pilgrims explored the land and found an area called Plymouth, which had a safe harbor.
- C The Pilgrims explored. The land. Plymouth they found.
- D No change is needed.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · SHOW WHAT YOU KNOW · Test-Style Question

⏸ ~3 min

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

“Here's a real-test-style question — and once you can spot the strongest revision, you're in control. Read the draft: “(3) The Pilgrims explored the land. (4) They found an area called Plymouth.” What is the **BEST** way to combine sentences 3 and 4 to improve the writing?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(C)(i) · Revise by Adding an Idea · Sheet 1 of 36 · Grade 3

CHECK FOR UNDERSTANDING

Have students commit before the reveal. Expected: the choice that combines the two and adds a helpful idea.

COMMON MISCONCEPTION

Students may pick a run-on (A) or a choppy option (C) because it uses the same words.

POSSIBLE STUDENT QUESTION

“Why isn't ‘No change’ right?” Two short sentences can be made stronger by combining and adding an idea.

RPLD EVIDENCE & ADVICE

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

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

After the reveal, have students explain why each wrong option is weaker.

Correct answer: B The Pilgrims explored the land and found an area called Plymouth, which had a safe harbor.

WHY THIS IS CORRECT

Choice B combines the two short sentences into one and adds an idea (the safe harbor). This improves the sentence structure and gives the reader more information.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on — two sentences joined with no connecting word. C is broken into fragments. D is wrong because two short, choppy sentences can be improved by combining them and adding an idea.

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TEACHER SAYS & DOES • SLIDE 10 OF 10 • SHOW WHAT YOU KNOW • Answer

⌚ -2 min

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

“Here’s the payoff: the best answer is B — “The Pilgrims explored the land and found an area called Plymouth, which had a safe harbor.” It combines the two sentences AND adds an idea (the safe harbor).”

▶ Walk through why the others are weaker: A is a run-on with no connecting word, C is choppy fragments, D leaves the writing short and choppy.

“Remember all week: combining and adding an idea makes writing clearer and stronger.”

ANSWER KEY: B — combines sentences 3 & 4 and adds an idea (the safe harbor).

(11)(C)(i) • Revise by Adding an Idea • Sheet 1 of 36 • Grade 3

CHECK FOR UNDERSTANDING

Confirm the choice and reason: B — it combines and adds a helpful idea.

COMMON MISCONCEPTION

Students may remember the letter but not the reason — tie it back to “combine + add an idea.”

POSSIBLE STUDENT QUESTION

“Will the test always ask to combine?” Not always — practice choosing the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

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

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

Extension: have students write their own two short sentences for a partner to combine and improve.