

AUTHOR'S PURPOSE

EXACT TEKS WORDING (FROM TEA)

“explain the author’s purpose and message within a text”

WHAT DOES THIS MEAN TO ME?

Authors write for a reason: to inform, to persuade, or to entertain.

Before I pick the purpose, I look at what the author does: tells a story, gives facts, or shares an opinion.

The test wants me to match the purpose to the whole text, not just one part.

THIS WEEK’S FOCUS

Author's Purpose

from “The Recess Question”

The **author’s purpose** is why the author wrote the text: to **inform**, to **persuade**, or to **entertain**. This week we ask: what kind of writing is this? STAAR asks: **What is the most likely reason the author wrote this story?** Traps this week: **Wrong purpose type** and **Too narrow**.

This deck teaches **author's purpose the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we learn to spot the author's purpose. STAAR asks: What is the most likely reason the author wrote this story? Watch out for the Wrong purpose type trap, where the answer names a purpose the author is not using.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 1 . a class or student copy of "The Recess Question" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name the three purposes?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues to the author's purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Notice clues to the purpose.

Read the sentence. Does the author want to **inform**, **persuade**, or **entertain**? Notice the words that tell you.

"Chairs scooted back. Sneakers hurried across the floor."

I CAN | I can notice words that show why the author wrote a text.

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Grade 3 · Prepare Cluster · Author's Purpose · Monday

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Story details like characters, dialogue, and action point to entertain."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: Entertain. The sentence tells a story with characters and action.

CHECK FOR UNDERSTANDING

Ask a student to name one clue word that shows this is a story.

COMMON MISCONCEPTION

Students may say inform because they learned about recess. The text tells a story, not facts.

POSSIBLE STUDENT QUESTION

How do I know it is a story? It has characters and events, not a list of facts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to inform.

TODAY'S THINKING JOB

CHOOSE

"I can choose the author's main purpose."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Choose the main purpose.

STAAR asks: **What is the most likely reason the author wrote this story?**

"Beth smiled. Recess was one of her favorite parts of the school day."

A To teach readers the rules of recess • **B** To convince readers to have longer recess • **C** To entertain readers with a story about school

I CAN | I can choose the purpose that fits the whole text and skip the traps.

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Grade 3 · Prepare Cluster · Author's Purpose · Tuesday

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The whole text is a story with characters and events. That points to entertain."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: C. To entertain readers with a story about school.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a detail from the text.

COMMON MISCONCEPTION

Students may pick C because the characters talk about longer recess. The author is telling a story, not persuading.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why A is not the purpose.

TODAY'S THINKING JOB

SHOW

"I can show why an author includes a paragraph."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Show why the author includes a paragraph.

STAAR asks: **The author includes paragraph 17 most likely to** do what? Show your thinking.

"Then Beth noticed someone sitting alone near the fence."

I CAN | I can explain how one paragraph helps the author's purpose.

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Grade 3 · Prepare Cluster · Author's Purpose · Wednesday

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. Ask: how does this part help the story?"

▶ Take two or three answers. Push students to connect paragraph 17 to the whole story.

ANSWER KEY: To introduce the problem: someone is sitting alone. This moves the story forward.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 17 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Push them to name its job in the story.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 55 does for the story.

TODAY'S THINKING JOB

OWN

"I can explain the author's message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Own the message.

Purpose is about **this passage**. The message is a **big life lesson** beyond it. STAAR asks: **What message does the author want readers to understand?** This sentence is a detail, not the message. Use it as a clue.

"Sometimes recess gives us time to get to know someone new"

I CAN | I can explain a big life lesson the author wants me to learn, not just a detail.

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Grade 3 · Prepare Cluster · Author's Purpose · Thursday

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Small acts of kindness can help someone feel welcome. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who are not at recess? If it only names Beth, it is a detail.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific, why the author wrote this text. Message is global, a life lesson beyond the passage. Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

Defend against the trap.

A student answered: **The author wrote this To explain playground equipment.** Explain why it is a trap and name the trap.

"On the blacktop, basketballs went bounce, bounce, bounce."

I CAN | I can prove why a purpose answer is wrong using the text.

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Grade 3 · Prepare Cluster · Author's Purpose · Friday

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap grabs details like basketballs and attaches the wrong purpose."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text tells a story. It is not a report.

CHECK FOR UNDERSTANDING

Ask a student to prove this is a story, not an factual text.

COMMON MISCONCEPTION

Students may accept the answer because basketballs are in the text. Those are story details, not the subject.

POSSIBLE STUDENT QUESTION

How do I know this is not factual? It has characters, dialogue, and a problem.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this passage.

Find the purpose on your own.

Go back to the passage. Write the author's main purpose and message. Copy one sentence that proves the purpose.

Go back to the reading.
Write the author's purpose and message.
Copy one sentence that proves the purpose.

I CAN | I can explain an author's purpose and message and prove it with a sentence from the text.

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Grade 3 · Prepare Cluster · Author's Purpose

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Go back to the passage and show what you learned. Write the purpose, the message, and copy one sentence that proves it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Entertain. The author uses action words and characters in a story. There are no facts or opinions to convince us.

CHOOSE C. To entertain readers with a story about school. A is Wrong purpose type, To teach readers the rules of recess. B is Wrong purpose type, To convince readers to have longer recesses.

SHOW To show that Beth cares about others and to move the story forward. This paragraph introduces a problem Beth wants to solve.

OWN Answers vary. Example: Small acts of kindness can help someone feel welcome. Trap: Beth invited Lily to jump rope is a Detail, not the message.

DEFEND Wrong purpose type. The text tells a story, not a report about equipment. Basketballs are details in the story, not the subject of a factual article.

YOUR TURN Answers vary. Purpose: to share a story about recess and friendship. Message: small acts of kindness help people feel included.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

AUTHOR'S PURPOSE

READ THIS PASSAGE EXCERPT.

"Beth listened as her classmates spoke. Max still wanted longer recess. Ava agreed with him. No one shouted. No one laughed at another person's answer. They asked questions and listened."

What is the most likely reason the author wrote this story?

- A** To teach readers how to play jump rope
- B** To convince readers to vote for longer recess
- C** To share a story about friendship and choices
- D** To describe the history of playground games

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Grade 3 · Prepare Cluster · Author's Purpose

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because the characters talk about longer recess, but the author is telling a story, not trying to convince the reader.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

AUTHOR'S PURPOSE

The answer is C.

- A To teach readers how to play jump rope**
Too narrow. Jump rope is one detail, not the reason for the whole story.
- B To convince readers to vote for longer recess**
Wrong purpose type. The author tells a story. The characters discuss recess, but the author is not convincing.
- C To share a story about friendship and choices **Correct.****
The author tells a story about Beth, her friends, and how the class makes a decision.
- D To describe the history of playground games**
Wrong purpose type. The text is a story with characters, not a history article.

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Grade 3 · Prepare Cluster · Author's Purpose

TEKS 3.10(A) · Author's Purpose · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we focus on the message. STAAR asks: Which sentence best states a message in the story? The biggest trap is Detail, not the message, where a passage fact is offered instead of a big life lesson.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 2 . a class or student copy of "The Recess Question" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the difference between a purpose and a message?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues that point to the message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Details are facts from the story. The message is a lesson that is true beyond this story."

▶ *Read the sentence twice. Students write one possible life lesson the detail points to on the NOTICE row.*

ANSWER KEY: The detail points to a message about working together to make fair decisions.

CHECK FOR UNDERSTANDING

Ask a student to explain how this detail connects to a bigger idea.

COMMON MISCONCEPTION

Students may just restate the detail. Push them to name a lesson true for any group of people.

POSSIBLE STUDENT QUESTION

How do I turn a detail into a message? Ask: what does this teach everyone, not just the characters?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another detail that supports the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that best states the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be true beyond this story. If it only names a character, it is a detail."

▶ Students choose privately, then explain why A and B are details, not messages.

ANSWER KEY: A. People make better decisions when they listen and consider different ideas.

CHECK FOR UNDERSTANDING

Ask a student: Would this message be true for a group that is not at recess?

COMMON MISCONCEPTION

Students may pick A because Beth is the main character. That is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

What is a Detail, not the message trap? It gives a fact from the story instead of a lesson for everyone.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a part of the text supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"These paragraphs show the class learning to consider facts before choosing. That is part of the message."

▶ Take two or three answers. Push students to connect the section to the message about decision making.

ANSWER KEY: To show that the class needs facts before voting, supporting the message about thoughtful choices.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes these paragraphs to show...

COMMON MISCONCEPTION

Students may say the paragraphs are about voting. The deeper job is showing that good decisions require facts.

POSSIBLE STUDENT QUESTION

Why does this matter? It connects to the message that listening and gathering facts leads to better choices.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a section to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose if Mrs. Green had let them vote right away.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Listening to others can help us see a problem in a new way. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people not in this classroom? If it only names Beth, it is a detail.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global, a life lesson beyond the passage. Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students if the message is still true for adults making choices at work.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes a detail from the story and offers it as the message. The real message goes beyond recess."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Detail, not the message. The story teaches about making decisions together, not about recess length.

CHECK FOR UNDERSTANDING

Ask a student: Is longer recess a lesson true for all people everywhere? No, so it is a detail.

COMMON MISCONCEPTION

Students may agree because the characters want longer recess. That is what happens in the story, not the life lesson.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It only applies to this story, not to people everywhere.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a message answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Detail, not the message trap for this story.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Go back to the passage and show what you learned. Write the purpose, the message, and copy one sentence that proves the message.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because Beth is the main character and running is mentioned often, but that is a detail about Beth, not a life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we look at purpose in a mystery that also teaches. STAAR asks: Why does the author include the problem in paragraph 3? Watch out for the Too narrow trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 3 . a class or student copy of "The Mystery of the Traveling Shell" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain what a Too narrow trap looks like?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Look for clues: Is there a character? Is there a problem to solve? That points to entertain.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Entertain. The sentence introduces a character investigating a mystery.

CHECK FOR UNDERSTANDING

Ask a student to name one clue that shows this is a story.

COMMON MISCONCEPTION

Students may say inform because the text mentions a museum. The text tells a story about Emsy solving a mystery.

POSSIBLE STUDENT QUESTION

How do I know it is a story? It has a character and builds toward solving a problem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to inform.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the main reason the author includes a part."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The problem in paragraph 3 is the mystery: how did the shell get so far? That drives the whole story."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. To create a mystery that makes readers want to find out how the shell traveled.

CHECK FOR UNDERSTANDING

Ask a student to explain how the problem connects to the rest of the story.

COMMON MISCONCEPTION

Students may pick A because the shell is described. That is one small detail, not the reason for the paragraph.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names a minor detail instead of the bigger reason.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the reason for a part. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would be without the problem in paragraph 3.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. This one shows Emsy thinking like a researcher."

▶ Take two or three answers. Push students to connect paragraph 9 to the mystery solution.

ANSWER KEY: To show how a pattern of evidence is stronger than one object alone.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 9 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Push them to explain its job in solving the mystery.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions on the test.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 5 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Asking questions and looking for evidence can help us understand the past. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone not at this museum? If it only names the shell, it is a detail.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global, a life lesson beyond the passage. Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap picks one small detail and offers it as the whole reason. The bigger job is setting up the mystery."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The paragraph sets up the mystery, not just a label.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a detail and the reason.

COMMON MISCONCEPTION

Students may accept the answer because the label is in the paragraph. The label is a detail inside the bigger job.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It names one small piece instead of the paragraph's real job.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose type trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and show what you learned. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because they focus on the shell, but the paragraph's job is to set up the mystery, not describe appearance.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week STAAR asks: Which detail best supports the author’s message? Watch out for the Misreads the lines trap, where the answer changes what the text actually says.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 4 . a class or student copy of "The Mystery of the Traveling Shell" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain what Misreads the lines means?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice details that point to the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When a character reacts to something, it can point to a bigger lesson the author wants us to learn."

▶ Read the sentence twice. Students write a life lesson this detail could support on the NOTICE row.

ANSWER KEY: The detail shows Emsy's curiosity, pointing to a message about asking questions.

CHECK FOR UNDERSTANDING

Ask a student to connect this detail to a bigger idea.

COMMON MISCONCEPTION

Students may just describe what Emsy does. Push them to name the lesson behind the action.

POSSIBLE STUDENT QUESTION

How do I connect a detail to the message? Ask: what does this moment teach us?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about connecting details to the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another detail that supports the same lesson.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the detail that best supports the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The best supporting detail connects directly to the life lesson.”

▶ *Students choose privately, then explain how A connects to the message.*

ANSWER KEY: A. Emsy uses clues and evidence instead of guessing.

CHECK FOR UNDERSTANDING

Ask a student to explain how this detail proves the message.

COMMON MISCONCEPTION

Students may pick B because Emsy uses the notebook. The notebook is a prop, not the supporting detail.

POSSIBLE STUDENT QUESTION

How do I know which detail best supports the message? It must directly prove the life lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a supporting detail. Keep the demand at this level.

RAISE THE THINKING

Ask students to find one more detail that supports the same message.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a section."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"These paragraphs show Emsy putting her clues in order. That supports the message about careful thinking."

▶ Take two or three answers. Push students to connect the section to the message.

ANSWER KEY: To show that Emsy organizes evidence before drawing a conclusion.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this section to show...

COMMON MISCONCEPTION

Students may only retell what Emsy writes. Push them to explain the job of the section.

POSSIBLE STUDENT QUESTION

Why does organizing clues matter? It shows that good thinking requires putting evidence together.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if Emsy skipped organizing her clues.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Careful observation and evidence help us understand things we cannot see for ourselves. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone not at this museum? If it only names the shell, it is a detail.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global, a life lesson beyond the passage.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for someone solving a problem today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap changes what the text says. The passage says the shell could not have rolled there alone."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The text says the opposite: the shell did not travel on its own.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that proves the answer is wrong.

COMMON MISCONCEPTION

Students may accept it because rolling is mentioned. But the text says the shell did NOT roll there.

POSSIBLE STUDENT QUESTION

How do I spot Misreads the lines? The answer says something the text does not actually say.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Detail, not the message trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and show what you learned. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because Emsy uses the notebook often, but the notebook is a prop. The message is about using evidence to understand.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we identify the purpose of an informational text. STAAR asks: What is the most likely reason the author wrote this selection? Watch for the Wrong purpose type trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 1 . a class or student copy of "The Pilgrims Chose Plymouth" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What clues tell you a text is informational?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Dates, facts, and real events point to inform. No characters or opinions means not entertain or persuade.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Inform. The sentence gives historical facts about the Pilgrims.

CHECK FOR UNDERSTANDING

Ask a student to name one clue word that shows this is informational.

COMMON MISCONCEPTION

Students may say entertain because the topic is interesting. Interesting is not the same as a story.

POSSIBLE STUDENT QUESTION

How do I know it is informational? It gives facts that can be checked, not a made-up story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to entertain.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The whole text gives facts about why Plymouth was chosen. That points to inform."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: C. To explain why the Pilgrims chose Plymouth.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a fact from the text.

COMMON MISCONCEPTION

Students may pick A because sailing is mentioned. The author describes what happened, not persuading us.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a paragraph.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Each paragraph has a job. Ask: how does this paragraph help the big purpose?”

▶ *Take two or three answers. Push students to connect paragraph 2 to the whole article.*

ANSWER KEY: To show the urgency of settling quickly because winter was coming.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 2 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Push them to name its job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 1 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any group of people starting somewhere new."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People look for places that meet their needs when building a community. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for people who are not Pilgrims? If it only names Plymouth, it is a detail.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global. Students often copy a fact like Plymouth had forests. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true for people choosing where to live today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap names convince, but the author never tries to convince us. The text explains.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text explains with facts. It does not convince.

CHECK FOR UNDERSTANDING

Ask a student to prove there is no opinion or call to action in the text.

COMMON MISCONCEPTION

Students may think the author likes Plymouth because it sounds nice. Describing is not convincing.

POSSIBLE STUDENT QUESTION

How do I know it is not convincing? There is no opinion word or request.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and show what you learned. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the Pilgrims sound interesting, but the text gives facts, not a made-up story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week STAAR asks: Why does the author include paragraph 2? We learn to name the job of a paragraph. Watch for the Too narrow trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 2 . a class or student copy of "The Pilgrims Chose Plymouth" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain what it means for a paragraph to have a job?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice what job a paragraph does.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Every paragraph has a job. Some introduce, some explain, some give examples, some conclude.”

▶ *Read the sentence twice. Students write the paragraph's job on the NOTICE row.*

ANSWER KEY: The paragraph describes the difficult journey on the Mayflower.

CHECK FOR UNDERSTANDING

Ask a student to name the paragraph's job in one sentence.

COMMON MISCONCEPTION

Students may just retell details. Push them to name the job.

POSSIBLE STUDENT QUESTION

How do I find the job? Ask: why did the author put this paragraph here?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the article would lose without this paragraph.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the reason the author includes a paragraph.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The paragraph's job is to show how hard the trip was.”

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: B. To show how difficult the journey was for the Pilgrims.

CHECK FOR UNDERSTANDING

Ask a student to prove C with details from paragraph 2.

COMMON MISCONCEPTION

Students may pick B because the Mayflower is named. The paragraph is about the hard journey, not the ship itself.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names a minor detail instead of the paragraph's real job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask a student what job paragraph 5 does.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. This one shows cooperation and teamwork."

▶ Take two or three answers. Push students to connect paragraph 7 to the whole article.

ANSWER KEY: To show that the Pilgrims worked together and cooperated to survive.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 7 to show...

COMMON MISCONCEPTION

Students may list chores instead of naming the job. The job is showing cooperation.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 8 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any group of people facing a hard situation."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Working together helps people overcome difficult challenges. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for people who are not Pilgrims? If it only names Plymouth, it is a detail.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global. Students often copy a fact.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true for teams working together today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap invents a detail. The paragraph describes hardship, not names.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The paragraph shows the hard journey, not passenger names.

CHECK FOR UNDERSTANDING

Ask a student to prove that paragraph 2 is about hardship, not names.

COMMON MISCONCEPTION

Students may accept it because passengers are mentioned. The paragraph describes the difficult trip.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It misses the bigger job of the paragraph.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose type trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and show what you learned. Pick a paragraph, write its job, and explain how it helps the purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the Mayflower is mentioned, but paragraph 2 describes the hard journey, not how ships are built.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the message in a history text. STAAR asks: Which sentence best states a message in the selection? Watch for the Overstated claim trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1
Module 3 . a class or student copy of "Life Along the Nile River" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean to overstate a claim?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice details that point to the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When a text describes a challenge, look for the lesson about how people responded.”

▶ *Read the sentence twice. Students write a life lesson on the NOTICE row.*

ANSWER KEY: The detail points to a message about people working with their environment.

CHECK FOR UNDERSTANDING

Ask a student to connect this detail to a bigger idea.

COMMON MISCONCEPTION

Students may just describe the desert. Push them to name the lesson.

POSSIBLE STUDENT QUESTION

How do I turn a detail into a message? Ask: what does this teach everyone?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another detail that supports the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the sentence that best states the message.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The message must be supported by the text. If it goes further, it is overstated.”

▶ Students choose privately, then explain why B and C are traps.

ANSWER KEY: A. People can use the resources around them to build communities.

CHECK FOR UNDERSTANDING

Ask a student: Is this message supported by the text?

COMMON MISCONCEPTION

Students may pick C because the text describes the river. The text does not say everyone should live near one.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It goes further than the text supports.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a section.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“These paragraphs add a new reason: transportation.”

▶ *Take two or three answers. Push students to connect the section to the whole article.*

ANSWER KEY: To show the Nile helped with transportation, adding another reason it was important.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraphs 8 and 9 to show...

COMMON MISCONCEPTION

Students may only mention boats. The job is showing transportation as another benefit.

POSSIBLE STUDENT QUESTION

Why does this section matter? It adds a new way the river helped.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraphs 10 and 11 do.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

“Today's thinking job is OWN. I can explain the author's message.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The message is a life lesson true for any group of people in any environment.”

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People can build strong communities by using the resources around them.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for people not near the Nile?

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true for communities today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap takes a true idea and pushes it too far.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The text says the Nile helped, not that it solved everything.

CHECK FOR UNDERSTANDING

Ask a student: Does the text say the Nile solved every problem?

COMMON MISCONCEPTION

Students may agree because the Nile was important. Important is not the same as solved everything.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? Words like every, always, or everything go beyond the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Detail, not the message trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick D because the text describes achievements, but it never compares Egyptians to others.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week is a short response week. You explain the purpose with evidence. Watch for the Plausible but unsupported trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 4 . a class or student copy of "Life Along the Nile River" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does plausible but unsupported mean?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice evidence that supports the purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Evidence is a specific detail from the text that proves the purpose.”

▶ *Read the sentence twice. Students write how this sentence supports the purpose on the NOTICE row.*

ANSWER KEY: The sentence shows why people settled near the Nile, evidence for an informational purpose.

CHECK FOR UNDERSTANDING

Ask a student to explain how this sentence supports the purpose.

COMMON MISCONCEPTION

Students may just restate the sentence. Push them to connect it to the purpose.

POSSIBLE STUDENT QUESTION

How do I use evidence? Point to a specific sentence and explain how it proves the purpose.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing evidence for the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another sentence that supports the same purpose.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the correct purpose and support it with evidence."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The purpose is to inform. The evidence includes facts about farming, fishing, and trade."

▶ *Students choose privately, then name the trap in A and C.*

ANSWER KEY: B. The text explains how the Nile supported life, with facts about farming, fishing, and trade.

CHECK FOR UNDERSTANDING

Ask a student to name two pieces of evidence from the text.

COMMON MISCONCEPTION

Students may pick A because Egypt sounds appealing. The author gives facts, not persuasion.

POSSIBLE STUDENT QUESTION

What is Plausible but unsupported? An answer that sounds good but the text does not prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the purpose with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a short response in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how evidence supports the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"These paragraphs add more evidence: transportation and trade."

▶ Take two or three answers. Push students to connect these paragraphs to the purpose.

ANSWER KEY: To show the Nile helped transportation and trade, adding more evidence for the purpose.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraphs 11 and 12 to show...

COMMON MISCONCEPTION

Students may only mention boats. The job is adding transportation as more evidence.

POSSIBLE STUDENT QUESTION

Why does this evidence matter? It makes the author's purpose stronger.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting evidence to the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 17 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any group of people."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People can build lasting communities when they use natural resources wisely.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for communities not near the Nile?

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to modern communities.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap sounds possible, but the text never mentions reading or writing.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported message. The text does not mention reading or writing.

CHECK FOR UNDERSTANDING

Ask: Can you find reading or writing in the text? No.

COMMON MISCONCEPTION

Students may accept it because learning sounds reasonable. But the text does not say it.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? It sounds good, but I cannot find evidence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Detail, not the message trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write your short response: purpose, evidence, and message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because the desert climate is mentioned, but weather is one small detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we read a biography. STAAR asks: What is the most likely reason the author wrote this selection? Watch for the Wrong purpose type trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2
Module 1 . a class or student copy of "Laura Ingalls Wilder" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What makes a biography different from a story?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A biography uses facts about a real person. That points to inform."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: Inform. The sentence gives facts about a real person's life.

CHECK FOR UNDERSTANDING

Ask a student to name one clue that shows this is informational.

COMMON MISCONCEPTION

Students may say entertain because Laura wrote stories. The author is giving facts about Laura.

POSSIBLE STUDENT QUESTION

How do I know this is a biography? It gives facts about a real person.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues in a biography. Keep the demand at this level.

RAISE THE THINKING

Ask how this text would be different if the purpose were to entertain.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The text gives facts about Laura's life, books, and legacy. That points to inform.”

▶ *Students choose privately, then name the trap in B and C.*

ANSWER KEY: C. To inform readers about the life of Laura Ingalls Wilder.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a fact from the text.

COMMON MISCONCEPTION

Students may pick C because Laura wrote stories. The author tells facts about Laura.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why the text is informational.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. This one explains why Laura wrote."

▶ Take two or three answers. Push students to connect paragraph 2 to the biography's purpose.

ANSWER KEY: To explain why Laura began writing and what she wanted readers to learn.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 2 to show...

COMMON MISCONCEPTION

Students may only list topics Laura wrote about. The job is explaining her motivation.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter? It explains why Laura wrote.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 4 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for anyone who shares stories."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Sharing personal stories can help people understand the past.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone who is not Laura?

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific. Message is global.

POSSIBLE STUDENT QUESTION

Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for people who share stories today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap confuses Laura's stories with the author's purpose."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text is a biography with facts, not an adventure story.

CHECK FOR UNDERSTANDING

Ask a student: Is this text a story or facts about a real person?

COMMON MISCONCEPTION

Students may think the text is a story because it mentions adventures. The author gives facts.

POSSIBLE STUDENT QUESTION

How do I know it is not share a story? The text gives facts, dates, and facts about a real person.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the text mentions prairie life, but the author is giving facts about Laura.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week STAAR asks: Why does the author include the detail in paragraph 4? We learn to name the job of a detail. Watch for the Too narrow trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2
Module 2 . a class or student copy of "Laura Ingalls Wilder" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How is a detail's job different from retelling the detail?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice the job of a detail."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A detail's job is how it helps the author."

▶ *Read the sentence twice. Students write the detail's job on the NOTICE row.*

ANSWER KEY: The detail shows the isolation of prairie life.

CHECK FOR UNDERSTANDING

Ask a student to explain the job of this detail.

COMMON MISCONCEPTION

Students may just retell the detail. Push them to explain what it does.

POSSIBLE STUDENT QUESTION

How do I find the job? Ask: why did the author include this?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the article would lose without this detail.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the reason for a detail.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The detail's job is to explain Laura's motivation for writing.”

▶ *Students choose privately, then name the trap in A and B.*

ANSWER KEY: A. To explain why Laura began writing and what topics she chose.

CHECK FOR UNDERSTANDING

Ask a student to prove C with evidence.

COMMON MISCONCEPTION

Students may pick A because school is mentioned. School is one of many topics.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names one small piece.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 3 does.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a paragraph.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Paragraph 5 explains Laura's belief that ordinary life matters.”

▶ *Take two or three answers. Push students to connect paragraph 5 to the whole biography.*

ANSWER KEY: To show why Laura wrote about everyday life.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 5 to show...

COMMON MISCONCEPTION

Students may list topics. The job is explaining Laura's belief.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter? It explains Laura's approach.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 7 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

“Today's thinking job is OWN. I can explain the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a life lesson true for anyone who tells stories.”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: Stories about everyday life can preserve history.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for storytellers who are not Laura?

COMMON MISCONCEPTION

Teacher note: Students often name Laura. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for people sharing stories today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap picks one tiny piece and calls it the whole reason.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The paragraph explains Laura's motivation, not one school.

CHECK FOR UNDERSTANDING

Ask a student to explain what paragraph 4 really does.

COMMON MISCONCEPTION

Students may accept it because school is mentioned. But school is one of many topics.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It names one item from a list.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose type trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Pick a detail, write its job, and explain how it helps the purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because Kansas is mentioned, but the paragraph shows how Laura's moves gave her many experiences.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week STAAR asks: Why does the author include the person's own words? Watch for the Too narrow audience trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2 Module 3 . a class or student copy of "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Why would an author include someone's own words?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice why an author includes personal details.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Personal details help readers connect with the person.”

▶ *Read the sentence twice. Students write why the author includes this detail on the NOTICE row.*

ANSWER KEY: The detail introduces Carmen and explains what her art shows.

CHECK FOR UNDERSTANDING

Ask a student to explain how this detail helps the reader.

COMMON MISCONCEPTION

Students may just retell the detail. Push them to explain its job.

POSSIBLE STUDENT QUESTION

Why do personal details matter? They help readers understand the person.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing why personal details are included. Keep the demand at this level.

RAISE THE THINKING

Ask how the article would feel without this detail.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the reason for including personal words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author includes Carmen's belief to help readers understand why she chose her subjects."

▶ Students choose privately, then name the trap in B and C.

ANSWER KEY: C. To show what Carmen believed and why she painted.

CHECK FOR UNDERSTANDING

Ask a student to explain how Carmen's belief connects to the purpose.

COMMON MISCONCEPTION

Students may pick B or C because they seem related to art. The text does not discuss those topics.

POSSIBLE STUDENT QUESTION

Why does the author include someone's beliefs? To help readers understand the person's point of view.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the reason for including personal words. Keep the demand at this level.

RAISE THE THINKING

Ask what the article would lose without Carmen's beliefs.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a section."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This section adds another way Carmen shared her stories: through bilingual books."

▶ Take two or three answers. Push students to connect paragraph 9 to the whole article.

ANSWER KEY: To show Carmen shared her culture through books in two languages.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 9 to show...

COMMON MISCONCEPTION

Students may only mention the books. The job is showing how Carmen reached more readers.

POSSIBLE STUDENT QUESTION

Why does this section matter? It shows another way Carmen preserved and shared culture.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 12 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any community's traditions."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Everyday moments are an important part of culture that deserve to be remembered.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for any family's traditions?

COMMON MISCONCEPTION

Teacher note: Students often name Carmen's paintings. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for your own family traditions.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap limits the audience. The text says art builds connections across communities."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow audience. The text is for all readers who want to learn about culture.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that shows the text is for all readers.

COMMON MISCONCEPTION

Students may accept it because the text is about Mexican-American traditions. But the author says art connects all communities.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow audience trap? It says the text is only for one group.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain who can learn from Carmen's paintings.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick D because art is the topic, but the author is explaining about Carmen, not asking readers to paint.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the life lesson in a biography. STAAR asks: Which sentence best states a message in the selection? Watch for the Detail, not the message trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2
Module 4 . a class or student copy of "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How is a detail different from the message?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice details that point to the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When a detail shows what someone valued, it often points to the message.”

▶ *Read the sentence twice. Students write a life lesson on the NOTICE row.*

ANSWER KEY: The detail points to a message about the value of preserving everyday experiences.

CHECK FOR UNDERSTANDING

Ask a student to connect this detail to a bigger idea.

COMMON MISCONCEPTION

Students may just describe what Carmen paints. Push them to name the lesson.

POSSIBLE STUDENT QUESTION

How do I turn a detail into a message? Ask: what does this teach everyone?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another detail that supports the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the sentence that best states the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be true beyond this person. If it only names Carmen, it is a detail.”

▶ *Students choose privately, then explain why A and C are details.*

ANSWER KEY: B. Everyday experiences and traditions deserve to be preserved.

CHECK FOR UNDERSTANDING

Ask a student: Would this message be true for any artist preserving traditions?

COMMON MISCONCEPTION

Students may pick A because it is a fact. Facts about the person are details.

POSSIBLE STUDENT QUESTION

What is a Detail, not the message trap? It names a fact about the person.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a part supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Paragraph 16 shows Carmen's influence went beyond her own art."

▶ Take two or three answers. Push students to connect paragraph 16 to the message.

ANSWER KEY: To show how Carmen's art encouraged others to share their own traditions.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 16 to show...

COMMON MISCONCEPTION

Students may only mention exhibits. The job is showing how Carmen inspired others.

POSSIBLE STUDENT QUESTION

Why does this section matter? It shows the message in action.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a section to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what the article would lose without paragraph 16.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

“Today's thinking job is OWN. I can explain the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a lesson true for any community.”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: Preserving everyday traditions helps future generations understand their culture.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for families in any community?

COMMON MISCONCEPTION

Teacher note: Students often name Carmen's paintings. That is a Detail.

POSSIBLE STUDENT QUESTION

Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for your own family.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap offers a fact about the person instead of a lesson.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Detail, not the message. A birthplace fact is not a life lesson.

CHECK FOR UNDERSTANDING

Ask: Is being born in a certain city a lesson for all people? No.

COMMON MISCONCEPTION

Students may accept it because it is true. True facts can still be details.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It only applies to Carmen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a message answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Detail, not the message trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because it is true, but a fact about the person is a detail, not the message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we read a poem. STAAR asks: What is the most likely reason the poet wrote this poem? Watch for the Wrong purpose type trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 1 . a class or student copy of "Why We Need Laws" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How can you find the purpose of a poem?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues to the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at the whole poem. Does it teach, convince, or tell a story?"

▶ Read the lines twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: Explain with facts. The poem teaches why laws help communities stay fair and safe.

CHECK FOR UNDERSTANDING

Ask a student to name one clue that shows the poem is teaching.

COMMON MISCONCEPTION

Students may say share a story because it rhymes. Rhyming is a style choice, not the purpose.

POSSIBLE STUDENT QUESTION

How do I find purpose in a poem? Look at what the poet wants the reader to learn.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem would be different if the purpose were to share a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the poet's main purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The whole poem explains what happened without rules and how laws helped."

▶ Students choose privately, then name the trap in A and B.

ANSWER KEY: C. To explain why communities need rules and laws.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a line from the poem.

COMMON MISCONCEPTION

Students may pick A because the poem rhymes. Rhyming is the style, not the purpose.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the poet is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poet's purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain how the poem teaches about laws.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why a poet includes a section.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“These lines describe life without rules. They set up the reason laws were needed.”

▶ *Take two or three answers. Push students to connect lines 1 through 4 to the whole poem.*

ANSWER KEY: To describe the problems that existed before rules, showing why laws were needed.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet includes lines 1 through 4 to show...

COMMON MISCONCEPTION

Students may only retell the lines. Push them to explain the job.

POSSIBLE STUDENT QUESTION

Why do these lines matter? They show the problem that laws solved.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask what job lines 9 through 12 do.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any community."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Communities are stronger when people agree on fair rules.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for communities today?

COMMON MISCONCEPTION

Teacher note: Students often copy a line about the past. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to classroom rules.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap confuses the style with the purpose."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. Rhyming is the style. The purpose is to teach.

CHECK FOR UNDERSTANDING

Ask: Does rhyming mean the purpose is to share a story?

COMMON MISCONCEPTION

Students may agree because the poem rhymes. Rhyming can be used for any purpose.

POSSIBLE STUDENT QUESTION

How do I separate style from purpose? Style is how. Purpose is why.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a poem that rhymes but explains.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Write the purpose, the message, and copy one line that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the poem rhymes, but rhyming is the style, not the purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the message in a poem. STAAR asks: What message does the poet want readers to understand? Watch for the Plausible but unsupported trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 2 . a class or student copy of "Why We Need Laws" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does plausible but unsupported mean in a poem?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice lines that point to the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Look for lines that teach a lesson.”

▶ *Read the lines twice. Students write a life lesson on the NOTICE row.*

ANSWER KEY: The lines point to a message about fair rules helping people share rights.

CHECK FOR UNDERSTANDING

Ask a student to explain the life lesson in these lines.

COMMON MISCONCEPTION

Students may just retell the lines. Push them to name the lesson.

POSSIBLE STUDENT QUESTION

How do I find the message in a poem? Look for lines that teach something true beyond the poem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another line that supports the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be supported by the poem's words.”

▶ *Students choose privately, then explain why B and C go beyond the poem.*

ANSWER KEY: A. Fair rules help people work together, solve problems, and build trust.

CHECK FOR UNDERSTANDING

Ask a student: Can you find lines that prove A?

COMMON MISCONCEPTION

Students may pick B because it sounds nice. But the poem never says everyone is happy.

POSSIBLE STUDENT QUESTION

What is Plausible but unsupported? An answer that sounds good but the poem does not prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how lines support the message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"These lines show what laws did for the community."

▶ *Take two or three answers. Push students to connect these lines to the message.*

ANSWER KEY: To show laws provided a fair way to solve problems.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet includes these lines to show...

COMMON MISCONCEPTION

Students may only retell the lines. Push them to explain how they support the message.

POSSIBLE STUDENT QUESTION

Why do these lines matter? They show the message in action.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting lines to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what lines 19 and 20 add to the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any community."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Fair rules help build trust and make communities stronger.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for any community?

COMMON MISCONCEPTION

Teacher note: Students often copy a poem line. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to school rules.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap goes beyond what the poem says."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported message. The poem says rules helped bring order, not that life became perfect.

CHECK FOR UNDERSTANDING

Ask a student to find the line that proves the answer goes too far.

COMMON MISCONCEPTION

Students may accept it because rules helped. Helped is not the same as perfect.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? The answer uses stronger words than the poem says.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a message answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Detail, not the message trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Write the message and copy one line that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because rules helping sounds like happiness, but the poem says rules helped bring order, not that everyone is happy.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we read a play. STAAR asks: Why does the playwright include the scene in line 15? Watch for the Too narrow trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 3 . a class or student copy of "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How is a play different from a story?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the playwright's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A play can teach through dialogue. Look at what the characters learn.”

▶ *Read the line twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: The play explains by showing characters learning about a scientific discovery.

CHECK FOR UNDERSTANDING

Ask a student to name one clue that shows the play is teaching.

COMMON MISCONCEPTION

Students may say only share a story because it is a play. This play teaches about science.

POSSIBLE STUDENT QUESTION

How do I find the purpose of a play? Look at what the characters learn.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues in a play. Keep the demand at this level.

RAISE THE THINKING

Ask how the play would be different if it were only factual text.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the reason for a scene.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Line 15 connects pasteurization to the milk the students drink.”

▶ *Students choose privately, then name the trap in A and B.*

ANSWER KEY: C. To show students discovering that science from the past still helps people.

CHECK FOR UNDERSTANDING

Ask a student to explain how line 15 connects to the play's purpose.

COMMON MISCONCEPTION

Students may pick A because the scene is in a cafeteria. The cafeteria is the setting, not the purpose.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names a minor detail.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the scene's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the play would lose without line 15.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why a playwright includes a section."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"These lines expand the idea. The students realize discoveries affect more than just milk."

▶ Take two or three answers. Push students to connect this section to the whole play.

ANSWER KEY: To show how one discovery leads to many improvements, broadening the message.

CHECK FOR UNDERSTANDING

Ask a student to finish: The playwright includes this section to show...

COMMON MISCONCEPTION

Students may only list what the characters say. Push them to explain the section's job.

POSSIBLE STUDENT QUESTION

Why does this section matter? It shows that one discovery can change many lives.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job in a play. Keep the demand at this level.

RAISE THE THINKING

Ask what lines 55 through 58 add.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the playwright's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any scientist or problem solver."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: One person's curiosity can lead to discoveries that help people for years.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone who is not Pasteur?

COMMON MISCONCEPTION

Teacher note: Students often copy what Pasteur did. That is a Detail.

POSSIBLE STUDENT QUESTION

Purpose is why the playwright wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message in a play. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for other scientists.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap picks one tiny detail.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. Line 15 shows a discovery still helping people, not milk types.

CHECK FOR UNDERSTANDING

Ask a student to explain the real job of line 15.

COMMON MISCONCEPTION

Students may accept it because milk is mentioned. Milk is the example, not the point.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It names a tiny detail.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose type trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the play. Write the purpose, the message, and copy one line that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the scene is during lunch, but what they ate is not the reason for line 15.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author's purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we find the message in a play. STAAR asks: What is the main message of the play? Watch for the Overstated claim trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 4 . a class or student copy of "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean for an answer to go further than the text?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice lines that point to the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When a character states a big idea, it may point to the message.”

▶ *Read the line twice. Students write a life lesson on the NOTICE row.*

ANSWER KEY: The line points to a message about discoveries helping people over time.

CHECK FOR UNDERSTANDING

Ask a student to connect this line to the play's bigger idea.

COMMON MISCONCEPTION

Students may just repeat the line. Push them to state the lesson in their own words.

POSSIBLE STUDENT QUESTION

How do I find the message in a play? Look for lines where characters state big ideas.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues in a play. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another line that supports the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the main message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be supported by the play.”

▶ *Students choose privately, then explain why A and C go beyond the play.*

ANSWER KEY: B. Curiosity and asking questions can lead to discoveries that help people for years.

CHECK FOR UNDERSTANDING

Ask a student: Can you find lines that prove B?

COMMON MISCONCEPTION

Students may pick A because Pasteur succeeded. But the play does not say always.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It says more than the play shows.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message in a play. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a section supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Scene 4 shows the characters thinking about future discoveries."

▶ Take two or three answers. Push students to connect Scene 4 to the message.

ANSWER KEY: To broaden the message from one discovery to the idea that curiosity leads to future discoveries.

CHECK FOR UNDERSTANDING

Ask a student to finish: The playwright includes Scene 4 to show...

COMMON MISCONCEPTION

Students may only list what happens. Push them to explain the scene's job.

POSSIBLE STUDENT QUESTION

Why does this scene matter? It shows the message applies to the future.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a scene to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what the play would lose without Scene 4.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the playwright's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any curious person."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Asking questions can lead to discoveries that help many people.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone who is not Pasteur?

COMMON MISCONCEPTION

Teacher note: Students often name Pasteur's specific work. That is a Detail.

POSSIBLE STUDENT QUESTION

Purpose is why the playwright wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message in a play. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for students who ask questions today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one example and overstates it."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The play never says all scientists are famous.

CHECK FOR UNDERSTANDING

Ask: Does the play say all scientists are famous? No.

COMMON MISCONCEPTION

Students may agree because Pasteur is famous. But one example does not prove all.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? Words like all, every, or always.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a message answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Detail, not the message trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the play. Write the message and copy one line that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick D because the play admires Pasteur, but it never says he is the greatest.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we read about Benjamin Franklin. STAAR asks: What is the most likely reason the author wrote this selection? Watch for the Wrong purpose type trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4
Module 1 . a class or student copy of "Benjamin Franklin and Electricity" .
the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What clues tell you this text is factual?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Facts about a real person point to explain.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Explain with facts. The sentence gives facts about a real historical person.

CHECK FOR UNDERSTANDING

Ask a student to name one clue.

COMMON MISCONCEPTION

Students may say share a story because Franklin sounds interesting. Interesting is not a story.

POSSIBLE STUDENT QUESTION

How do I know it is factual? It gives facts that can be checked.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to share a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The whole text gives facts about Franklin. That points to explain.”

▶ *Students choose privately, then name the trap in A and B.*

ANSWER KEY: C. To explain Benjamin Franklin and his inventions.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a fact.

COMMON MISCONCEPTION

Students may pick A because they know the kite story. This text does not tell it.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why B is not the purpose.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Paragraph 3 shows how Franklin went from question to invention."

▶ Take two or three answers. Push students to connect paragraph 3 to the article.

ANSWER KEY: To explain how Franklin studied electricity and developed the lightning rod.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 3 to show...

COMMON MISCONCEPTION

Students may only retell what Franklin did. Push them to name the job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It shows the process from problem to solution.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 4 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson true for any inventor or problem solver."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Curiosity and problem solving can lead to inventions that help communities.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone who is not Franklin?

COMMON MISCONCEPTION

Teacher note: Students often name the lightning rod. That is a Detail.

POSSIBLE STUDENT QUESTION

Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for inventors today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap confuses the topic with the purpose. Lightning sounds scary, but the text gives facts."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text gives facts about an invention. It is not a story.

CHECK FOR UNDERSTANDING

Ask: Is this text a story or a collection of facts?

COMMON MISCONCEPTION

Students may accept it because lightning is exciting. Exciting topics can still be factual.

POSSIBLE STUDENT QUESTION

How do I know it is not a story? There are no characters or plot.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because lightning is mentioned, but the text gives facts, not a story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week STAAR asks: Why does the author include the detail in paragraph 3? We learn to name the job of a detail. Watch for the Too narrow trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4
Module 2 . a class or student copy of "Benjamin Franklin and Electricity" .
the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How is a detail's job different from retelling the detail?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice what job a detail does.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A detail's job is how it helps the author's purpose.”

▶ *Read the sentence twice. Students write the detail's job on the NOTICE row.*

ANSWER KEY: The detail shows Franklin's curiosity, motivating his study of electricity.

CHECK FOR UNDERSTANDING

Ask a student to explain the job of this detail.

COMMON MISCONCEPTION

Students may just retell the detail. Push them to explain its job.

POSSIBLE STUDENT QUESTION

How do I find the job? Ask: why did the author include this?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the article would lose without this detail.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the reason for a detail.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Paragraph 3 explains Franklin's research process.”

▶ *Students choose privately, then name the trap in B and C.*

ANSWER KEY: A. To explain how Franklin's study of electricity led to the lightning rod.

CHECK FOR UNDERSTANDING

Ask a student to prove A with evidence.

COMMON MISCONCEPTION

Students may pick B because it sounds specific. But breakfast is not discussed.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names something too small or not in the paragraph.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 5 does.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a paragraph.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Paragraph 5 shows the result: the lightning rod was widely used.”

▶ *Take two or three answers. Push students to connect paragraph 5 to the purpose.*

ANSWER KEY: To show the widespread impact of the lightning rod on communities.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 5 to show...

COMMON MISCONCEPTION

Students may only list buildings. The job is showing the invention's impact.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter? It shows the invention worked.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 7 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

“Today's thinking job is OWN. I can explain the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a life lesson true for anyone who is curious.”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: One person's curiosity can inspire others to solve problems.

CHECK FOR UNDERSTANDING

Ask: Would your message be true for someone who is not Franklin?

COMMON MISCONCEPTION

Teacher note: Students often name the lightning rod. That is a Detail.

POSSIBLE STUDENT QUESTION

Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is true for people solving problems today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a detail not in the paragraph. The real job is showing Franklin's research."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. Paragraph 3 shows Franklin's research, not what Boston looked like.

CHECK FOR UNDERSTANDING

Ask: Does paragraph 3 describe Boston? No.

COMMON MISCONCEPTION

Students may accept it because Boston is mentioned earlier. But paragraph 3 is about research.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It names something not in the paragraph.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose type trap.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Pick a detail, write its job, and explain how it helps the purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because lightning relates to weather, but paragraph 3 is about Franklin's research, not weather.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we look for the life lesson the author wants all readers to learn. The STAAR stem is: Which sentence best states a message in the selection? Watch for traps like Plausible but unsupported and Detail, not the message.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 3 . a class or student copy of "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students explain the difference between a detail and a message?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A message is a lesson for everyone, not just the people in the text. Ask: what does this teach all of us?”

▶ *Read the sentence twice. Students write a life lesson on the NOTICE row.*

ANSWER KEY: Working together toward a shared goal matters more than winning every argument.

CHECK FOR UNDERSTANDING

Ask a student whether the lesson would still be true for people who are not Founding Fathers.

COMMON MISCONCEPTION

Students may say the message is about writing a Constitution. That is what happened, not the lesson.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail tells what happened. A message is a lesson for all people.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to name another group of people this lesson would help.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be supported by the whole text, not just one paragraph."

▶ Students choose privately, then explain the trap in A and C with a partner.

ANSWER KEY: B. Working together helps people solve difficult problems.

CHECK FOR UNDERSTANDING

Ask a student to find a sentence that proves B.

COMMON MISCONCEPTION

Students may pick A because the text mentions cooperation. Cooperation is not the same as always agreeing.

POSSIBLE STUDENT QUESTION

What is a Plausible but unsupported trap? It sounds reasonable but the text does not say it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite B in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a paragraph supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. Ask: how does this paragraph help prove the big lesson?"

▶ Take two or three answers. Push students to connect paragraph 14 to the message.

ANSWER KEY: To show that listening and cooperation helped the leaders succeed.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 14 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Push for the connection to the message.

POSSIBLE STUDENT QUESTION

Why does each paragraph's job matter? It helps you see how the author builds the message.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a paragraph to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 13 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson that would still be true in another place and time. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People can accomplish great things when they work together and refuse to give up. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who know nothing about the Founding Fathers?

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific, why the author wrote this text. Message is global, a life lesson beyond the passage. Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a school project team.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses a real fact from the text, but a fact is not a message."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Detail, not the message. Three branches is a fact, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain why a fact cannot be a message.

COMMON MISCONCEPTION

Students may accept it because it is true. True does not equal the message.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail is about this text. A message is a lesson for all people everywhere.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the detail into a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's message as a life lesson. Then copy one sentence from the text that proves it. Remember, a message is true for people everywhere, not just the Founding Fathers.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose a true fact from the text because it sounds important. A fact about the Constitution or the colonies is a detail, not the message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we explain the author’s purpose using evidence. The STAAR stem is a short response: How does the author show the purpose? Use evidence. Watch for traps like Misreads the lines and Too narrow.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 4 . a class or student copy of "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students name the purpose and find evidence that supports the whole text?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Facts about real people and events point to explain. Look for who, what, when, why."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: Explain with facts. The sentence gives facts about the leaders.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say share a story because the topic is interesting. Interesting is not the same as a story.

POSSIBLE STUDENT QUESTION

How do I know it is a fact? A fact can be checked and is not someone's feeling.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Main purpose means the reason for the whole text, not one paragraph."

▶ *Students choose privately, then name the trap in A and B with a partner.*

ANSWER KEY: A. to explain the Founding Fathers and how they created the country.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the text discusses leadership. The author is not telling readers to become leaders.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show the purpose with evidence from the text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Evidence means using the author's own words. Pick sentences that prove the purpose."

▶ Take two or three answers. Push students to connect evidence to the whole-text purpose.

ANSWER KEY: The author explains by giving facts about what the Founding Fathers did and why it mattered.

CHECK FOR UNDERSTANDING

Ask a student to read one sentence from the text that proves the purpose.

COMMON MISCONCEPTION

Students may give evidence from only one paragraph. That is too narrow.

POSSIBLE STUDENT QUESTION

Why does evidence matter? It proves your answer is not just a guess.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving the purpose with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what evidence from a different paragraph also supports the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Determination and cooperation can help people build something that lasts. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today who are not leaders of a country?

COMMON MISCONCEPTION

Teacher note: Students often restate a fact. A fact about the Founding Fathers is a detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a life lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask if the message applies to a team building a school garden.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap misreads the text. Facts about real leaders are not an adventure story.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Misreads the lines. The text gives facts. It is not a story.

CHECK FOR UNDERSTANDING

Ask a student to name two facts that prove this is not a story.

COMMON MISCONCEPTION

Students may accept it because history can sound exciting. Exciting facts are still facts, not fiction.

POSSIBLE STUDENT QUESTION

How do I know there is no story? There are no made-up characters and no fictional plot.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the author's purpose and find evidence that supports the whole text, not just one paragraph. Then write the message as a life lesson for everyone.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may misread the facts as a story because history includes conflict. Facts about debates and negotiations are factual, not fictional.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find the purpose of a biography. The STAAR stem is: What is the most likely reason the author wrote this selection? Watch for traps like Too narrow audience and Wrong purpose.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5
Module 1 . a class or student copy of "Henry Ford: Visionary of Travel" .
the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students tell the difference between the whole-text purpose and a too-narrow answer?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Facts about a real person point to explain. Look for details about what the person did.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Explain with facts. The sentence gives facts about Henry Ford.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because the text makes Ford sound impressive. Impressive facts are still facts.

POSSIBLE STUDENT QUESTION

How do I know this is explaining with facts? The author gives facts that can be checked.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to share a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole text, not one paragraph.”

▶ *Students choose privately, then name the trap in A and C with a partner.*

ANSWER KEY: C. to explain Henry Ford and how his ideas changed transportation.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the text discusses buying cars. The author is giving history, not selling cars.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It limits the readers to one small group.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why C only fits a small group of readers.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a paragraph.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Each paragraph has a job. Ask: how does this paragraph help the big purpose?”

▶ *Take two or three answers. Push students to connect paragraph 3 to the whole text.*

ANSWER KEY: To show Ford started his company and built an affordable car.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 3 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 2 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: One person's ideas can change life for many people. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a person who is not Henry Ford?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact like Ford started a car company. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to name another inventor this message fits.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap narrows the audience to one small group. The real audience is everyone.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Too narrow audience. The text is for all readers, not just mechanics.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is written for everyone.

COMMON MISCONCEPTION

Students may accept it because engines are mentioned. Mentioning engines is not the same as teaching repair.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow audience trap? It limits who the text is for to one small group.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose trap for this text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's main purpose and the message. Then copy one sentence from the text that proves the purpose. Remember, the purpose covers the whole text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose C because the text mentions engines. Mentioning a topic is not the same as teaching only that audience.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we ask why the author begins the text this way. The STAAR stem is: Why does the author begin the selection this way? Watch for traps like Misreads the lines.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 2 . a class or student copy of "Henry Ford: Visionary of Travel" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students connect the opening to the author's purpose?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice how the author begins a text.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The opening is the author's first move. Ask: what does this sentence set up?”

▶ *Read the sentence twice. Students write what the opening sets up on the NOTICE row.*

ANSWER KEY: The opening introduces Ford and signals that the text will explain with facts us about him.

CHECK FOR UNDERSTANDING

Ask a student what the opening prepares the reader to learn.

COMMON MISCONCEPTION

Students may focus on one word like engineer and miss the big idea the opening sets up.

POSSIBLE STUDENT QUESTION

Why does the opening matter? It tells the reader what the text will be about.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the opening's purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would be different if it started with a question.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose why the author begins a text this way."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening connects to what comes next. Ask: how does the beginning lead to the rest?"

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: A. To introduce Ford's early interest in machines, leading to his inventions.

CHECK FOR UNDERSTANDING

Ask a student to explain how the opening connects to paragraph 4.

COMMON MISCONCEPTION

Students may pick B because taking things apart sounds fun. The text is showing how Ford's curiosity led to inventions.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It changes the meaning of the text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the author opens this way. Keep the demand at this level.

RAISE THE THINKING

Ask students what the text would lose if it skipped the childhood paragraph.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how the opening connects to the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening is the author's first step. Everything that follows builds on it."

▶ Take two or three answers. Push students to connect the opening to later paragraphs.

ANSWER KEY: The opening shows Ford's early curiosity, which sets up his later inventions.

CHECK FOR UNDERSTANDING

Ask a student to draw a line from the opening to a later paragraph.

COMMON MISCONCEPTION

Students may only retell the opening. Push for the connection to the rest.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It helps you explain why the author began this way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting the opening to the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 2 does after the opening.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Curiosity and hard work can lead to ideas that help many people. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone who is not an inventor?

COMMON MISCONCEPTION

Teacher note: Students often copy a fact about Ford. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a student learning a new skill.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap misreads what the text says. Taking apart to learn is not breaking."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. Ford studied machines. He did not break them.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that proves Ford was learning.

COMMON MISCONCEPTION

Students may accept it because taking things apart could mean breaking. The text says he wanted to see how they worked.

POSSIBLE STUDENT QUESTION

How do I spot a Misreads the lines trap? It changes the meaning of what the text says.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this opening.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write why the author begins the text this way. Connect the opening to the rest of the text. Then write the message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may misread taking machines apart as breaking things, which changes the meaning of the opening.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find the life lesson the author wants readers to learn. The STAAR stem is: Which sentence best states a message in the selection? Watch for traps like Detail, not the message.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5
Module 3 . a class or student copy of "Sam Walton" . the student tracking
sheet . pencils

CHECK FOR UNDERSTANDING

Can students write a message that is true beyond the passage?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A message is a lesson for everyone, not just the person in the text.”

▶ *Read the sentence twice. Students write a life lesson on the NOTICE row.*

ANSWER KEY: Early experiences can shape who we become and what we believe.

CHECK FOR UNDERSTANDING

Ask a student whether the lesson would still be true for someone who is not Sam Walton.

COMMON MISCONCEPTION

Students may say the message is about money. The deeper lesson is about learning from experience.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail tells what happened. A message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to name an experience that taught them a lesson.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be true for everyone, not just Sam Walton.”

▶ *Students choose privately, then explain the trap in A and C with a partner.*

ANSWER KEY: B. Hard work, creativity, and determination can help a person reach a goal.

CHECK FOR UNDERSTANDING

Ask a student to find a sentence that proves B.

COMMON MISCONCEPTION

Students may pick A because opening a store is important. That is what happened, not the lesson.

POSSIBLE STUDENT QUESTION

What is a Detail, not the message trap? It uses a true fact but it is not the life lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite B without mentioning Walton.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show how a paragraph supports the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Each paragraph has a job. Ask: how does this paragraph help prove the life lesson?”

▶ *Take two or three answers. Push students to connect paragraph 9 to the message.*

ANSWER KEY: To show that success requires effort and persistence, even when things are hard.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 9 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Push for the connection to the message.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It helps you explain how the author builds the message.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a paragraph to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 10 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People who keep learning and working hard can make a lasting difference. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who are not business owners?

COMMON MISCONCEPTION

Teacher note: Students often copy a fact like Sam Walton opened Walmart. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a student learning to read.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap uses a real fact but treats it as the message. A fact is not a life lesson.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Detail, not the message. A location is a fact, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain why a fact cannot be a message.

COMMON MISCONCEPTION

Students may accept it because it is true. True does not equal the message.

POSSIBLE STUDENT QUESTION

How do I spot a Detail, not the message trap? The answer only works for this text, not for all people.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the detail into a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's message as a life lesson. Then copy one sentence from the text that proves it. Remember, a message is true for people everywhere.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose a true fact about Walton or Walmart because it sounds important. A fact is a detail, not the message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we explain both the purpose and the message using evidence. The STAAR stem is a short response. Watch for traps like Plausible but unsupported message and Detail, not the message.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 4 . a class or student copy of "Sam Walton" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students explain both purpose and message and support each with evidence?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to purpose and message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“One sentence can give clues to both the purpose and the message.”

▶ *Read the sentence twice. Students write one purpose clue and one message clue on the NOTICE row.*

ANSWER KEY: Purpose: explain with facts. Message: hard times can teach valuable lessons.

CHECK FOR UNDERSTANDING

Ask a student to tell the difference between the purpose clue and the message clue.

COMMON MISCONCEPTION

Students may mix up purpose and message. Purpose is why the author wrote. Message is a life lesson.

POSSIBLE STUDENT QUESTION

How are purpose and message different? Purpose is about this text. Message is about life.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose and message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students which clue tells about the whole text and which tells about life.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Main purpose means the reason for the whole text."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. to explain Sam Walton and how he built a successful business.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the text mentions low prices. The author is explaining with facts, not advertising.

POSSIBLE STUDENT QUESTION

What is the difference between explaining with facts and convincing? explaining with facts gives facts. convincing tries to change your mind.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show both the purpose and the message with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use specific sentences from the text to support both the purpose and the message."

▶ Take two or three answers. Push students to find separate evidence for purpose and message.

ANSWER KEY: Purpose: explain with facts about Walton's life and business. Message: hard work and persistence lead to success.

CHECK FOR UNDERSTANDING

Ask a student to read one sentence of evidence for the purpose and one for the message.

COMMON MISCONCEPTION

Students may give evidence for only one. Push for both.

POSSIBLE STUDENT QUESTION

Why do I need evidence for both? A short response needs proof for every claim.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving purpose and message with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students which evidence supports the purpose and which supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Listening to others and working as a team can lead to great achievements. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone outside of business?

COMMON MISCONCEPTION

Teacher note: Students often copy a fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a sports team.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap uses a real fact but treats it as the message. A store fact is not a life lesson."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Detail, not the message. Low prices is a fact, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain why a fact about a store is not a message.

COMMON MISCONCEPTION

Students may accept it because low prices are mentioned often. Frequency does not make a fact a message.

POSSIBLE STUDENT QUESTION

How do I spot a Plausible but unsupported trap? It sounds reasonable but the text does not teach it as a life lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the detail into a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write a short response explaining both the purpose and the message. Use evidence from the text to support each one. Remember, the message is a life lesson for everyone.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose a fact about Walton because it is true.
True facts are details, not life lessons.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find the purpose of a realistic fiction story. The STAAR stem is: What is the most likely reason the author wrote this story? Watch for traps like Wrong purpose type.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 1 . a class or student copy of "Crash" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students tell the difference between share a story and explain with facts for a story?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Characters, feelings, and a problem point to share a story. Facts and real events point to explain."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: Share a story. The sentence shows a character's emotions.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say explain with facts because the story teaches a lesson. The main purpose is share a story because it is a story.

POSSIBLE STUDENT QUESTION

Can a story teach a lesson and still share a story? Yes, but the purpose is why the author wrote the whole text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would be different if this were an factual text.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole story.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: B. to share a story about honesty and responsibility.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because a science project is in the story. That is the setting, not the purpose.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It focuses on one small part of the text instead of the whole story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why the story is engaging.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a paragraph.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Each part of a story has a job. Ask: what does this paragraph do for the reader?”

▶ *Take two or three answers. Push students to connect paragraph 6 to the whole story.*

ANSWER KEY: To show that honesty leads to a positive result.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 6 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Push for its job in the story.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you understand why the author included that part.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 3 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

“Today's thinking job is OWN. I can explain the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a life lesson that would still be true in another story.”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: Being honest, even when it is hard, helps people earn trust. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone who is not Amina?

COMMON MISCONCEPTION

Teacher note: Students often copy what Amina did. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to telling the truth at home.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap grabs a detail from the setting and calls it the purpose.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The plant is a detail, not the purpose.

CHECK FOR UNDERSTANDING

Ask a student to prove the story is not about growing plants.

COMMON MISCONCEPTION

Students may accept it because a plant is in the story. Being in the story is not the same as being the purpose.

POSSIBLE STUDENT QUESTION

How do I spot a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this story.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's main purpose and the message. Then copy one sentence that proves the purpose. Remember, the purpose is about the whole story.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the story includes a plant. The plant is part of the setting, not the author's purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we ask why the author includes a specific paragraph. The STAAR stem is: Why does the author include paragraph 4? Watch for traps like Too narrow, minor detail.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 2 . a class or student copy of "Crash" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students explain a paragraph's job in the whole story?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice a paragraph's job.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Every paragraph has a job. Ask: what does this paragraph do for the story?”

▶ *Read the sentence twice. Students write the paragraph's job on the NOTICE row.*

ANSWER KEY: The paragraph gives background about the project so readers understand the setting.

CHECK FOR UNDERSTANDING

Ask a student what the reader would miss without this paragraph.

COMMON MISCONCEPTION

Students may only retell the paragraph. Push for its job.

POSSIBLE STUDENT QUESTION

How do I find a paragraph's job? Ask: why did the author put this here?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job the first paragraph does.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a paragraph's job."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A paragraph's job is how it helps the whole story, not one small detail."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: A. To show that the classroom was calm and focused before the accident.

CHECK FOR UNDERSTANDING

Ask a student to explain how paragraph 4 sets up what happens next.

COMMON MISCONCEPTION

Students may pick A because drawings are mentioned. The job is bigger than one detail.

POSSIBLE STUDENT QUESTION

What is a Too narrow, minor detail trap? It names one small fact instead of the paragraph's real job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change without paragraph 4.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show why an author includes a paragraph.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Paragraph 4 builds a calm moment so the accident feels sudden.”

▶ *Take two or three answers. Push students to connect the calm to the crash.*

ANSWER KEY: To create a calm setting that contrasts with the sudden accident.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 4 to show...

COMMON MISCONCEPTION

Students may only describe the quiet classroom. Push for how that quiet sets up the crash.

POSSIBLE STUDENT QUESTION

Why does the contrast matter? It helps the reader feel the surprise of the accident.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what paragraph 9 does after the crash.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson that applies to everyone."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Honesty and responsibility help people fix mistakes and earn trust. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone who is not in this story?

COMMON MISCONCEPTION

Teacher note: Students often retell what Amina did. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to admitting a mistake at home.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap grabs one small detail from the paragraph and calls it the whole job."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow, minor detail. The paragraph's job is showing the calm classroom.

CHECK FOR UNDERSTANDING

Ask a student to name the paragraph's real job.

COMMON MISCONCEPTION

Students may accept it because markers are mentioned. Being mentioned is not the same as being the job.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow trap? It names one tiny detail instead of the paragraph's real purpose.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Too narrow trap for paragraph 4.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Choose one paragraph and explain its job in the story. Then write the message. Remember, a paragraph's job is how it helps the whole story.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the paragraph mentions plants. The paragraph's job is to set up the calm before the crash, not to teach about plants.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find the life lesson in a story. The STAAR stem is: Which sentence best states a message in the story? Watch for traps like Overstated claim and Detail, not the message.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 3 . a class or student copy of "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students tell the difference between a message and an overstated claim?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's message.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“A message is a lesson for all people, not just the character in the story.”

▶ Read the sentence twice. Students write a life lesson on the NOTICE row.

ANSWER KEY: Responsibility means following through on commitments, even when it is not convenient.

CHECK FOR UNDERSTANDING

Ask a student whether the lesson would still be true for someone who is not Elena.

COMMON MISCONCEPTION

Students may say the message is about dogs. The deeper lesson is about responsibility.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail tells what happened. A message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a time responsibility mattered in their life.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be supported by the text and not go too far."

▶ Students choose privately, then explain the trap in B and C with a partner.

ANSWER KEY: C. Being responsible means following through on commitments, even when hard.

CHECK FOR UNDERSTANDING

Ask a student to find a sentence that proves A.

COMMON MISCONCEPTION

Students may pick C because volunteering is in the story. The text does not say everyone must volunteer.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It says something bigger or stronger than the text supports.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students why B is overstated.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a paragraph supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Some paragraphs state the lesson directly. Ask: how does this help prove the message?"

▶ Take two or three answers. Push students to connect the paragraph to the life lesson.

ANSWER KEY: To state the message directly: following through on responsibilities matters.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this paragraph to show...

COMMON MISCONCEPTION

Students may only repeat the sentence. Push for how it connects to the whole story.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter? It turns Elena's experience into a lesson for all readers.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a paragraph to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 63 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Responsibility means admitting mistakes and working to fix them. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone who is not Elena?

COMMON MISCONCEPTION

Teacher note: Students often say the message is about dogs or shelters. Those are details.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a student who forgot homework.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes a detail from the story and makes it bigger than the text supports."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The text does not say everyone must volunteer.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between the story detail and the life lesson.

COMMON MISCONCEPTION

Students may accept it because volunteering sounds good. Sounding good does not mean the text says it.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? It says something stronger or bigger than the text supports.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Detail, not the message trap for this story.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's message as a life lesson. Then copy one sentence from the text that proves it. Remember, a message is true for people everywhere.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose an overstated claim because it sounds like a strong lesson. Check whether the text actually says it.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we ask how the organization helps the purpose. The STAAR stem is: How does the organization help the author's purpose? Watch for traps like Too narrow audience.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 4 . a class or student copy of "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students explain how the structure of the story supports the purpose?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice how the author organizes a text.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The organization is the order the author uses. Ask: why does the author put things in this order?”

▶ *Read the sentence twice. Students write what structure they notice on the NOTICE row.*

ANSWER KEY: The author uses a routine opening to set up the character before the problem.

CHECK FOR UNDERSTANDING

Ask a student what the opening helps the reader understand.

COMMON MISCONCEPTION

Students may only say the story is about a shelter. Push for how the opening is organized.

POSSIBLE STUDENT QUESTION

Why does the order matter? It helps the reader understand why the problem matters.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the organization. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would feel if it started with the problem.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose how the organization helps the purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The structure is the author's plan for telling the story.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: A. Routine to problem to lesson, showing how Elena learns responsibility.

CHECK FOR UNDERSTANDING

Ask a student to name the three parts: routine, problem, lesson.

COMMON MISCONCEPTION

Students may pick B because dogs are in the story. The story is for everyone, not just dog owners.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It limits who the text is for.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how organization helps the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the lesson at the end connects to the routine at the beginning.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how the organization helps the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The structure moves the reader from normal to problem to growth."

▶ Take two or three answers. Push students to name each part of the organization.

ANSWER KEY: Routine to problem to lesson. This organization shows how Elena grows.

CHECK FOR UNDERSTANDING

Ask a student to name one event from each part.

COMMON MISCONCEPTION

Students may retell events without naming the structure. Push for the pattern.

POSSIBLE STUDENT QUESTION

Why does naming the structure help? It shows you understand the author's plan.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how organization helps the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the lesson came first.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Responsibility means being dependable and fixing mistakes. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone who is not Elena?

COMMON MISCONCEPTION

Teacher note: Students often say the message is about feeding dogs. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a team project at school.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap shrinks the audience to one small group. The real audience is everyone.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Too narrow audience. The story is for all readers.

CHECK FOR UNDERSTANDING

Ask a student to prove the story teaches a lesson for everyone.

COMMON MISCONCEPTION

Students may accept it because dogs are in the story. Dogs are the setting, not the audience.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow audience trap? It limits who the text is for to a small group.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose trap for this story.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Explain how the organization helps the author's purpose. Name the structure. Then write the message. Remember, the organization is the author's plan.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the story contains some facts. The story is organized as a narrative, not an factual text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we ask why the poet uses certain images. The STAAR stem is: Why does the poet use the images in lines 1 and 2? Watch for traps like Misreads the lines.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7 Module 1 . a class or student copy of "A Dream Can Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students explain what an image means and why the poet uses it?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice the images a poet uses.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“An image is a word picture. Ask: what does the poet want me to see or feel?”

▶ *Read the lines twice. Students write the image and what it means on the NOTICE row.*

ANSWER KEY: A dream starts small, like a seed. The image shows that hopes begin tiny and can grow.

CHECK FOR UNDERSTANDING

Ask a student what the image helps the reader understand.

COMMON MISCONCEPTION

Students may take the image literally and say a dream is inside a heart organ. The poet means feelings.

POSSIBLE STUDENT QUESTION

Why do poets use images? Images help readers see and feel ideas.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poet's imagery. Keep the demand at this level.

RAISE THE THINKING

Ask what other image the poet could have used to show the same idea.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose why a poet uses an image."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The image has a purpose. Ask: what idea does this picture help the reader understand?"

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: B. To show that dreams start small and grow when people share them.

CHECK FOR UNDERSTANDING

Ask a student to explain what the image of a tiny hope means.

COMMON MISCONCEPTION

Students may pick B if they take heart literally. The poet means feelings and hopes.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It changes the meaning of the poem's words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the poet uses imagery. Keep the demand at this level.

RAISE THE THINKING

Ask what the word grow means in this poem.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how images connect to the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The images in the opening connect to what the whole poem is about."

▶ Take two or three answers. Push students to connect the opening images to the rest of the poem.

ANSWER KEY: The images show dreams growing and spreading, which is the poem's big idea.

CHECK FOR UNDERSTANDING

Ask a student to find another line that continues the growing image.

COMMON MISCONCEPTION

Students may only describe the image. Push for how it connects to the purpose.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It shows the poet chose the image on purpose.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting imagery to the poet's purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what image the poet uses in the last stanza.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Sharing kindness and hope helps dreams grow.
The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never read this poem?

COMMON MISCONCEPTION

Teacher note: Students often repeat a line. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a classroom community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes a word literally when the poet is using it as a figure of speech."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. Heart means feelings, not the body part.

CHECK FOR UNDERSTANDING

Ask a student to explain what heart means in this poem.

COMMON MISCONCEPTION

Students may accept it because heart is a real body part. In poetry, words often have deeper meanings.

POSSIBLE STUDENT QUESTION

How do I avoid Misreads the lines? Think about what the poet means, not just the literal words.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another word in the poem used as a figure of speech.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write why the poet uses the images in lines 1 and 2. Then write the message. Remember, images in poetry often have deeper meanings.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may misread heart or tiny as literal descriptions of body parts or objects instead of figures of speech about hope.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find the poet’s message and prove it with lines. The STAAR stem is: What message does the poet express, and which lines prove it? Watch for traps like Plausible but unsupported.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7 Module 2 . a class or student copy of "A Dream Can Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students name the message and point to specific lines that prove it?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clues to the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is a lesson for everyone. Ask: what does this teach all of us?"

▶ Read the lines twice. Students write a life lesson on the NOTICE row.

ANSWER KEY: Hope and dreams become real through the small choices we make each day.

CHECK FOR UNDERSTANDING

Ask a student whether the lesson would still be true for someone who did not hear the speech.

COMMON MISCONCEPTION

Students may say the message is about school. School is the setting, not the lesson.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail is about this poem. A message is for everyone.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students how they carry hope into their daily lives.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be supported by the lines in the poem, not stretched beyond them."

▶ Students choose privately, then explain the trap in B and C with a partner.

ANSWER KEY: C. Dreams grow stronger when people share hope through kind words and actions.

CHECK FOR UNDERSTANDING

Ask a student to read the lines that prove A.

COMMON MISCONCEPTION

Students may pick B because the poem mentions Dr. King. The poem does not say everyone must speak publicly.

POSSIBLE STUDENT QUESTION

What is a Plausible but unsupported trap? It sounds reasonable but goes further than the poem says.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another pair of lines that proves A.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show which lines prove the message.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The proof is in the lines. Point to the exact words that show the message.”

▶ Take two or three answers. Push students to name specific lines.

ANSWER KEY: The lines about choosing right and helping others prove the message about sharing hope.

CHECK FOR UNDERSTANDING

Ask a student to read the lines that prove the message.

COMMON MISCONCEPTION

Students may give the message but forget the proof lines.

POSSIBLE STUDENT QUESTION

Why do the lines matter? They prove the message is in the poem, not just in your head.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving the message with lines. Keep the demand at this level.

RAISE THE THINKING

Ask what lines in stanza 6 also support the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Hope spreads when people share it through kind actions every day. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of Dr. King?

COMMON MISCONCEPTION

Teacher note: Students often repeat a line about Dr. King. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a child helping a friend.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes a detail about one speaker and stretches it into a rule for everyone."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. The poem does not say everyone must be a famous speaker.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between the poem's message and this trap.

COMMON MISCONCEPTION

Students may accept it because speaking is in the poem. The poem is about sharing hope, not requiring speeches.

POSSIBLE STUDENT QUESTION

How do I spot a Plausible but unsupported trap? It sounds good but goes beyond what the poem says.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes the real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the poet's message and copy two lines that prove it. Remember, the message is a life lesson for everyone, not a fact about the speaker.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose A because school is mentioned. The poem uses school as one example of where the speaker carries hope, not as a rule for everyone.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we ask why the poet repeats an idea. The STAAR stem is: Why does the poet repeat an idea in the poem? Watch for traps like Too narrow, minor detail.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 3 . a class or student copy of "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students connect the repeated idea to the poet's purpose?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice repetition in a poem.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When a poet says something more than once, it is important. Ask: why does the poet keep saying this?”

▶ *Read the lines twice. Students write the repeated idea and why the poet uses it on the NOTICE row.*

ANSWER KEY: The poet repeats giving and serving to emphasize that service is the main message.

CHECK FOR UNDERSTANDING

Ask a student what idea the poet wants readers to remember.

COMMON MISCONCEPTION

Students may say the poet repeats words just for rhyming. Repetition has a purpose beyond rhyme.

POSSIBLE STUDENT QUESTION

Why do poets repeat ideas? To make them stronger and help readers remember.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing repetition. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another line that repeats the idea of giving.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose why the poet repeats an idea.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Repetition strengthens the message. The poet wants you to remember and act on this idea.”

▶ *Students choose privately, then name the trap in A and B with a partner.*

ANSWER KEY: B. To strengthen the message that everyone can serve by giving what they have.

CHECK FOR UNDERSTANDING

Ask a student to count how many times the poet uses the word give.

COMMON MISCONCEPTION

Students may pick A because the poem is long. Length is a result, not the reason for repetition.

POSSIBLE STUDENT QUESTION

What is a Too narrow, minor detail trap? It names a small surface feature instead of the real reason.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the poet repeats. Keep the demand at this level.

RAISE THE THINKING

Ask students how the repeated word changes meaning across stanzas.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how repetition strengthens the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each repetition adds a layer. Ask: how does the idea grow each time it appears?"

▶ Take two or three answers. Push students to find how the repeated idea changes.

ANSWER KEY: Repetition builds the message from individual actions to community-wide service.

CHECK FOR UNDERSTANDING

Ask a student to name two stanzas where the idea of giving appears.

COMMON MISCONCEPTION

Students may say it just repeats the same thing. Push for how each repetition adds something new.

POSSIBLE STUDENT QUESTION

Why does the growth matter? It shows the poet is building toward a bigger idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how repetition strengthens the message. Keep the demand at this level.

RAISE THE THINKING

Ask what the final stanza's version of giving adds that the first does not.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Everyone can make a difference by giving whatever they have. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never read this poem?

COMMON MISCONCEPTION

Teacher note: Students often repeat a line about the speaker. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to helping in the school cafeteria.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap focuses on a surface feature, length, instead of the real reason."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow, minor detail. Repetition strengthens the message, not the length.

CHECK FOR UNDERSTANDING

Ask a student to explain the real reason the poet repeats the idea.

COMMON MISCONCEPTION

Students may accept it because repetition does make poems longer. But length is a side effect, not the purpose.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow trap? It names something surface-level instead of the real reason.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one more thing repetition does besides making a poem longer.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write why the poet repeats the idea of giving and serving. Then write the message. Remember, repetition makes an idea stronger.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may think the poet just repeats to make the poem longer. Repetition is a tool to strengthen the message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we compare the purposes of two poems. The STAAR stem is: How are the purposes of the two poems alike? Watch for traps like Overstated claim.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 4 . a class or student copy of "What Will You Give?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students name what both poets are trying to do?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice what two poems have in common.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Even when poems sound different, they can share the same purpose.”

▶ *Students write what both poets are trying to do on the NOTICE row.*

ANSWER KEY: Both poets want readers to understand that hope and service can make a difference.

CHECK FOR UNDERSTANDING

Ask a student to name one thing both poems share.

COMMON MISCONCEPTION

Students may focus on differences. Push for what the purposes have in common.

POSSIBLE STUDENT QUESTION

How do I compare purposes? Find the big idea both poets want to share.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing similar purposes. Keep the demand at this level.

RAISE THE THINKING

Ask what is different about how the two poets express the same purpose.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose how the purposes of two poems are alike."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the purpose both poems share, not what makes them different."

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: A. Both poets encourage sharing hope and helping others to make a difference.

CHECK FOR UNDERSTANDING

Ask a student to find one line from each poem that proves A.

COMMON MISCONCEPTION

Students may pick B because both poems mention a speaker. Different speakers can share the same purpose.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It says something bigger than the poems support.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the shared purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what line from each poem best proves the shared purpose.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how two poems share a purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use evidence from both poems, not just one."

▶ Take two or three answers. Push students to name a line from each poem.

ANSWER KEY: Both poems show that sharing hope and helping others makes a difference.

CHECK FOR UNDERSTANDING

Ask a student to read one line from each poem that proves the shared purpose.

COMMON MISCONCEPTION

Students may give evidence from only one poem. Push for both.

POSSIBLE STUDENT QUESTION

Why do I need evidence from both? To prove the purpose is shared, not just one poem's idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving the shared purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the two poems express the same idea differently.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the shared message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone, supported by both poems."

▶ Students write the shared message as a full sentence on the OWN row.

ANSWER KEY: Example: Hope grows when people share it through kind actions. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never read either poem?

COMMON MISCONCEPTION

Teacher note: Students often mention a character. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How do I find the shared message? Ask: what lesson do both poems teach?

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the shared message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a school community project.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap takes a detail about a president and stretches it into a rule for everyone.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The poems encourage service, not becoming president.

CHECK FOR UNDERSTANDING

Ask a student to explain why this answer goes too far.

COMMON MISCONCEPTION

Students may accept it because a president is in the poem. Being mentioned is not the same as the purpose.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? It says something bigger than the poems support.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap so it becomes the real shared purpose.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write how the two poems' purposes are alike. Then copy one line from each poem that proves the similarity.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose an answer that mentions a detail from one poem. The question asks what both poems share.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we ask why the author begins with a central question. The STAAR stem is: Why does the author begin with a central question? Watch for traps like Misreads the lines.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 1 . a class or student copy of "A Place to Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students connect the opening question to the rest of the text?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice a central question."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A central question tells the reader what the text will answer."

▶ *Read the questions twice. Students write the central question and what it sets up on the NOTICE row.*

ANSWER KEY: The question sets up the text's main idea: geography shapes how communities grow.

CHECK FOR UNDERSTANDING

Ask a student what the rest of the text answers.

COMMON MISCONCEPTION

Students may focus on one question instead of the pattern of questions. The questions together set up the whole text.

POSSIBLE STUDENT QUESTION

Why does an opening question matter? It focuses the reader's attention on what the text will explain.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a central question. Keep the demand at this level.

RAISE THE THINKING

Ask what the text would lose if it started without the questions.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose why the author begins with a question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The question guides the reader into the main idea."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: B. To focus readers on the main idea: geography shapes how communities grow.

CHECK FOR UNDERSTANDING

Ask a student to explain how the questions connect to the rest of the text.

COMMON MISCONCEPTION

Students may pick B because teachers sometimes ask questions to test. This author is guiding, not testing.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It changes the meaning of the author's words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the author opens with a question. Keep the demand at this level.

RAISE THE THINKING

Ask students how the opening would change if it were a statement instead.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a central question connects to the text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening question is like a road sign. It tells the reader where the text is going."

▶ Take two or three answers. Push students to connect the question to later sections.

ANSWER KEY: The questions frame the text. Each section answers one or more of them.

CHECK FOR UNDERSTANDING

Ask a student to name one section that answers one of the opening questions.

COMMON MISCONCEPTION

Students may only retell the questions. Push for how the text answers them.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It shows the author planned the text around the questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting the question to the text. Keep the demand at this level.

RAISE THE THINKING

Ask which section answers the question about travel.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People shape communities by solving problems and working with what they have. The sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a modern community?

COMMON MISCONCEPTION

Teacher note: Students often copy a fact about ancient communities. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to building a school garden.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap misreads the purpose of the questions. They guide the reader, not share a story with riddles."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The questions guide the reader, not share a story.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a riddle and a guiding question.

COMMON MISCONCEPTION

Students may accept it because questions can be fun. These questions organize the text.

POSSIBLE STUDENT QUESTION

How do I avoid Misreads the lines? Think about what the author is really doing with the words.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose trap for this opening.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write why the author begins with a central question and how the rest of the text answers it. Then write the message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may misread the questions as riddles because questions can sometimes be playful. These questions organize the ideas that follow.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find one life lesson that connects all sections. The STAAR stem is: Which sentence best states a message in the selection? Watch for traps like Plausible but unsupported.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 2 . a class or student copy of "People Make the Difference" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students find a message that ties all sections together?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to a message across sections.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“Look for the life lesson that connects all the sections, not just one.”

▶ Read the sentence twice. Students write a life lesson on the NOTICE row.

ANSWER KEY: Communities grow when many different people use their talents to help.

CHECK FOR UNDERSTANDING

Ask a student whether the lesson fits every section, not just one.

COMMON MISCONCEPTION

Students may give a lesson that fits only one section. The message must connect them all.

POSSIBLE STUDENT QUESTION

How do I find a message across sections? Ask: what lesson ties all the parts together?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a cross-section message. Keep the demand at this level.

RAISE THE THINKING

Ask students to name two sections that support the same lesson.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the message across sections."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must fit all sections, not just one person or example."

▶ Students choose privately, then explain the trap in A and C with a partner.

ANSWER KEY: C. Communities grow when people use different talents and ideas to help.

CHECK FOR UNDERSTANDING

Ask a student to name two examples from the text that prove B.

COMMON MISCONCEPTION

Students may pick A because Franklin is discussed. The text discusses many people, not just one.

POSSIBLE STUDENT QUESTION

What is a Plausible but unsupported trap? It sounds good but the text does not say it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the cross-section message. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a third example that proves B.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how different sections support the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message connects all sections. Use evidence from more than one."

▶ Take two or three answers. Push students to name evidence from at least two sections.

ANSWER KEY: Different sections show different talents, all proving the same message.

CHECK FOR UNDERSTANDING

Ask a student to name evidence from two different sections.

COMMON MISCONCEPTION

Students may use evidence from only one section. Push for multiple sections.

POSSIBLE STUDENT QUESTION

Why do I need evidence from multiple sections? To prove the message ties the whole text together.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting sections to the message. Keep the demand at this level.

RAISE THE THINKING

Ask which section about good citizenship also supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Everyone can make a community stronger by contributing in their own way. The sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone who is not a scientist?

COMMON MISCONCEPTION

Teacher note: Students often name one person's contribution. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to students in a classroom.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap overstates what the text says about one person."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported, overreach. The text never ranks Franklin above everyone.

CHECK FOR UNDERSTANDING

Ask a student to name other people the text also discusses.

COMMON MISCONCEPTION

Students may accept it because Franklin is in the text. Being in the text is not the same as being the most important.

POSSIBLE STUDENT QUESTION

How do I spot an overreach? It says something stronger than the text supports.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it becomes the real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's message as a life lesson that connects all sections. Then copy one sentence from the text that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose a fact about one person because it sounds important. A fact about one person is a detail, not the whole-text message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we find the purpose of a research source. The STAAR stem is: What is the most likely reason the author wrote this selection? Watch for traps like Wrong purpose type.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8
Module 3 . a class or student copy of "What Helps a Community Grow?" .
the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students name the whole-text purpose of a short research source?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Facts and explanations point to explain. Look for real facts and details.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Explain with facts. The sentence gives facts about communities.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because the text mentions rivers. Listing places is explaining with facts, not convincing.

POSSIBLE STUDENT QUESTION

How do I know this is explaining with facts? The author gives facts that can be checked.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would be different if the author wanted to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole text.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: A. to explain how geography helps communities meet their needs.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because the text mentions rivers. Mentioning rivers is explaining with facts, not convincing.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show the purpose with evidence.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“Evidence means using the author's own words to prove the purpose.”

▶ Take two or three answers. Push students to connect evidence to the whole-text purpose.

ANSWER KEY: The author explains by giving facts about geography and communities.

CHECK FOR UNDERSTANDING

Ask a student to read one sentence from the text that proves the purpose.

COMMON MISCONCEPTION

Students may give evidence from only one section. Push for the whole-text purpose.

POSSIBLE STUDENT QUESTION

Why does evidence matter? It proves your answer is not just a guess.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving the purpose with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what evidence the trade section adds.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People strengthen communities by solving problems and helping others. The detail about trade is not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a modern community?

COMMON MISCONCEPTION

Teacher note: Students often copy a fact about ancient communities. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to a neighborhood cleanup.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap turns a fact into a command. Giving facts is not the same as giving advice."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The author explains about rivers. The author does not convince readers to move.

CHECK FOR UNDERSTANDING

Ask a student to name the difference between explaining with facts and convincing.

COMMON MISCONCEPTION

Students may accept it because rivers sound important. Important facts are still facts, not persuasion.

POSSIBLE STUDENT QUESTION

How do I tell explain with facts from convince? Explain with facts gives facts. convince tries to change your mind.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the author's main purpose and message. Then copy one sentence from the text that proves the purpose. Remember, the purpose covers the whole text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because ancient Egypt sounds like a story. Facts about real places are factual, not fiction.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today is the capstone. You explain the author's purpose and message with evidence. Watch for every trap you have learned, especially Too narrow audience and Detail, not the message.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8
Module 4 . a class or student copy of "Small Choices, Strong
Communities" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can students write a complete response covering purpose, message, and evidence?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice clues to both purpose and message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"One sentence can give clues to both the purpose and the message."

▶ *Read the sentence twice. Students write one purpose clue and one message clue on the NOTICE row.*

ANSWER KEY: Purpose: explain with facts. Message: solving problems strengthens communities.

CHECK FOR UNDERSTANDING

Ask a student to tell the difference between the purpose clue and the message clue.

COMMON MISCONCEPTION

Students may mix up purpose and message. Purpose is why the author wrote. Message is a life lesson.

POSSIBLE STUDENT QUESTION

How are purpose and message different? Purpose is about this text. Message is about life.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose and message clues. Keep the demand at this level.

RAISE THE THINKING

Ask which clue tells about the text and which tells about life.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole text.”

▶ *Students choose privately, then name the trap in A and B with a partner.*

ANSWER KEY: B. to explain how people's choices help communities grow.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because scientists are mentioned. The text mentions many types of people.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It limits who the text is for to one group.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show both the purpose and the message with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use specific sentences to support both the purpose and the message."

▶ Take two or three answers. Push students to find separate evidence for purpose and message.

ANSWER KEY: Purpose: explain with facts about community contributions. Message: every person's actions matter.

CHECK FOR UNDERSTANDING

Ask a student to read one sentence of evidence for each.

COMMON MISCONCEPTION

Students may give evidence for only one. Push for both.

POSSIBLE STUDENT QUESTION

Why do I need evidence for both? A complete response proves every claim.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving purpose and message with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students which evidence supports the purpose and which supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Every person can strengthen a community through their own choices and actions. The sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for adults and children everywhere?

COMMON MISCONCEPTION

Teacher note: Students often copy an example action. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies outside of school.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap limits the message to one group. The text says everyone can help.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow audience. The text says everyone can help, not just scientists.

CHECK FOR UNDERSTANDING

Ask a student to list other types of helpers from the text.

COMMON MISCONCEPTION

Students may accept it because scientists are mentioned. The text also mentions volunteers, artists, and children.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow audience trap? It limits the message to one group when the text includes many.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it includes everyone.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write the capstone short response. Cover the purpose, the message, and evidence. Use everything you have learned this year about author's purpose and message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time.

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose an answer about only one type of helper. The message includes everyone.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

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

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.