

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues plus what I know to make an inference.

I can choose the idea the text best supports.

I can check for trap answers that misread a detail.

THIS WEEK'S FOCUS

Inferencing

from “The Recess Question”

An **inference** is an idea the author does not say out loud, but clues and what I know support it. STAAR asks: **What can the reader infer about the main character based on this part of the text?** This week we will watch for **Misreads a detail, Not in the text, and True but not the answer.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Inferencing

TEKS 3.6(F) • Inferencing • Week 1 of 36 • Prepare Cluster • Module 1 • slide 1 of 10

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 will make inferences using clues plus what we know. An inference is an idea the text supports without saying it directly.”

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

“We will notice clues, choose supported ideas, show proof, write our own inferences, and defend against trap answers.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how a clue and what we know work together.

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 clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Beth based on this part of the text?** Find the clue words.

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

I CAN | I can notice clue words that support an inference.

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Grade 3 · Prepare Cluster · Inferencing · Monday

TEKS 3.6(F) · Inferencing · 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 clue words."

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

"The clue shows Beth notices Lily instead of ignoring her."

▶ *Read the sentence twice. Students underline noticed and sitting alone.*

ANSWER KEY: noticed someone sitting alone

CHECK FOR UNDERSTANDING

Ask which words show what Beth noticed.

COMMON MISCONCEPTION

Students may choose fence because it is a detail, but it does not support the inference.

POSSIBLE STUDENT QUESTION

Why does sitting alone matter? It shows Lily may need a friend.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what Beth might do next because of this clue.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Beth?** Pick the answer the text proves.

"I think Lily might need someone to play with," Beth said."

- A** Beth cares about including new classmates • **B** Beth wants to leave Lily out of the game • **C** Beth and Lily are sisters who live together

I CAN | I can choose the inference that the clues and my thinking support.

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Grade 3 • Prepare Cluster • Inference • Tuesday

TEKS 3.6(F) • Inference • 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 a supported inference."

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

"Beth notices Lily and suggests including her. That helps us infer what kind of classmate Beth is."

▶ Students choose the best inference and name a trap for one wrong choice.

ANSWER KEY: A. Beth cares about including new classmates.

CHECK FOR UNDERSTANDING

Ask which words prove Beth cares about Lily.

COMMON MISCONCEPTION

Students may think Beth is lonely because Lily is alone. That idea is Not in the text; the clue is about Beth helping Lily.

POSSIBLE STUDENT QUESTION

What makes an inference supported? The text gives clues that match the idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Beth's action affects Lily.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Beth values welcoming others?** Explain how it proves the inference.

"‘Sometimes recess gives us time to get to know someone new,’ she said."

I CAN | I can explain how exact details support an inference.

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Grade 3 · Prepare Cluster · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · 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 how a detail proves an inference."

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

"Evidence must prove the idea, not just mention recess."

▶ *Have students circle get to know someone new and explain the connection.*

ANSWER KEY: Recess helps classmates get to know someone new.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Beth welcomes others because...

COMMON MISCONCEPTION

Students may copy the detail without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

Why is this better than a detail about the weather? It tells what Beth believes about people.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how Beth's words connect to her actions with Lily.

TODAY'S THINKING JOB

OWN

"I can write an inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Beth based on this part of the text?** Write your inference and one piece of proof.

"She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them."

I CAN | I can make my own inference and support it with exact text evidence.

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Grade 3 · Prepare Cluster · Infercing · Thursday

TEKS 3.6(F) · Infercing · 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 write an inference and proof."

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

"Your inference goes one step beyond the words, but your proof must come from the text."

▶ *Students write one inference and copy one proof sentence.*

ANSWER KEY: Beth values friendship and inclusion.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that Beth likes recess only. Add what that shows about her.

POSSIBLE STUDENT QUESTION

How do I know my inference is not too broad? Make sure the proof matches the exact idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask which action best reveals Beth's character.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Beth leaves Lily out of the game.** Explain why it is a trap and name the trap.

"Beth stopped turning the rope."

I CAN | I can use the text to explain why a trap answer is wrong.

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Grade 3 · Prepare Cluster · Inferencing · Friday

TEKS 3.6(F) · Inferencing · 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 against a trap."

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

"This trap uses a real detail but gets Beth's action wrong."

▶ Students name the trap and point to the detail that disproves the answer.

ANSWER KEY: Misreads a detail. Beth helps Lily join the game.

CHECK FOR UNDERSTANDING

Ask what Beth does after stopping the rope.

COMMON MISCONCEPTION

Students may think Beth stopped because she was finished playing. The next details show she included Lily.

POSSIBLE STUDENT QUESTION

Why is this a Misreads a detail trap? It notices stopping but misses why Beth stopped.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a Not in the text trap.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Beth? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Beth?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.

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Grade 3 · Prepare Cluster · Inferencing

TEKS 3.6(F) · Inferencing · 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.*

“Make your inference, then prove it with exact words from the passage.”

▶ *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 Beth notices that Lily is sitting alone, so Beth may care about including her.

CHOOSE A. Beth cares about including new classmates. Beth notices Lily alone and suggests that Lily join the game. B is an Opposite trap. C is a Not in the text trap.

SHOW This detail shows Beth believes recess helps classmates get to know someone new. Her idea connects to inviting Lily into the game.

OWN Beth values friendship and inclusion. Proof: she was glad she had asked Lily to join them.

DEFEND Misreads a detail. The student notices that Beth stopped turning the rope but misses that Beth stopped to help Lily join the game.

YOUR TURN Answers vary. One example: Beth cares about including others. Proof: "I think Lily might need someone to play with," Beth said.

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Grade 3 · Prepare Cluster · Inference

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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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them.”

What can the reader infer about Beth based on this part of the text?

A Beth enjoys running outside and feeling the wind.

B Beth dislikes laughing with her friends.

C Beth only cares about running outside.

D Beth values friendship and including others.

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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

Choosing a wrong choice because it twists a detail, adds an idea, or misses the bigger inference.

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.

The answer is D.

- A Beth enjoys running outside and feeling the wind.**
True but not the answer trap. This is a true detail, but it does not show the bigger idea about friendship and inclusion.
- B Beth dislikes laughing with her friends.**
Opposite trap. The excerpt says Beth liked laughing with Ava and Max.
- C Beth only cares about running outside.**
Misreads a detail trap. Beth likes running outside, but the answer says this is all she cares about. The excerpt also shows she values friends and including Lily.
- D Beth values friendship and including others. Correct.**
Beth enjoys time with friends and feels glad that Lily joined them.

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Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · 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 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.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use a character's actions as clues about feelings.

I can make an inference that the passage supports.

I can check for trap answers that sound possible but lack proof.

THIS WEEK'S FOCUS

Inferencing

from “The Recess Question”

An **inference** is an idea the author does not say directly, but the character's actions help prove it. STAAR asks: **What can the reader infer about how the main character feels from what happens in this part of the text?** This week we will watch for **Plausible but unsupported**, **Not in the text**, and **Opposite** traps.

This deck teaches **making inferences 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 will infer feelings from what a character does. The author may not name the feeling, so we will use action clues.”

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

“We will notice clues, choose the best inference, show the evidence, write our own inference, and defend against a 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 Inferencing slide deck for Prepare Cluster Module 2 . a class or student copy of "The Recess Question" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an action can reveal a feeling.

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 actions that reveal a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how Beth feels from what happens in this part of the text?** Find the action clues.

"Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can notice action clues and connect them to a character's feeling.

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Grade 3 · Prepare Cluster · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · 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 actions that reveal a feeling."

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

"Beth does not say, I am excited. Her quick actions give us that clue."

▶ *Read the three sentences twice. Students underline hurried and spilled.*

ANSWER KEY: Hurried and spilled show Beth is eager for recess.

CHECK FOR UNDERSTANDING

Ask which action shows Beth is not moving slowly.

COMMON MISCONCEPTION

Students may choose warm because the sun felt warm later. That clue describes the weather, not Beth's feeling.

POSSIBLE STUDENT QUESTION

How can an action show a feeling?
People often act in ways that match how they feel.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what Beth might do if she did not want recess.

TODAY'S THINKING JOB

CHOOSE

"I can choose the feeling the actions support."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how Beth feels from what happens in this part of the text?** Pick the answer the text proves.

"Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground."

- A** Beth feels worried and upset about going outside. • **B** Beth feels tired and hungry after playing outside. • **C** Beth feels eager and excited to go outside.

I CAN | I can choose the feeling that best matches the character's actions and words.

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Grade 3 • Prepare Cluster • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 2 of 36 • Prepare Cluster • Module 2 • 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 feeling the actions support."

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

"Look at Beth's quick actions. Which feeling fits the clues?"

▶ *Students choose the best inference, then explain which words support it.*

ANSWER KEY: C. Beth feels eager and excited to go outside.

CHECK FOR UNDERSTANDING

Ask students to point to the action clues that show Beth is eager.

COMMON MISCONCEPTION

Students may choose tired because recess ends later. This part of the text shows Beth moving quickly to recess, not feeling tired.

POSSIBLE STUDENT QUESTION

Why is eager and excited better than tired? Beth moves quickly toward the playground.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported feeling. Keep the demand at this level.

RAISE THE THINKING

Ask how Beth's feeling might change later.

TODAY'S THINKING JOB

SHOW

"I can show how an action supports a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Beth feels caring toward Lily?** Explain how it proves the feeling.

"I think Lily might need someone to play with," Beth said."

I CAN | I can explain how a character's action proves an inferred feeling.

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Grade 3 • Prepare Cluster • Inferencing • Wednesday

TEKS 3.6(F) • Inferencing • Week 2 of 36 • Prepare Cluster • Module 2 • 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 how an action supports a feeling."

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

"The best evidence shows what Beth notices and says about Lily."

► *Students circle might need someone to play with, then finish: This shows Beth cares because...*

ANSWER KEY: Beth notices that Lily may need a playmate and wants to include her.

CHECK FOR UNDERSTANDING

Ask students to explain how Beth's words show care.

COMMON MISCONCEPTION

Students may say Beth feels surprised because Lily looked surprised. That describes Lily's feeling.

POSSIBLE STUDENT QUESTION

Why does noticing matter? Beth pays attention to Lily's needs and responds kindly.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves a feeling. Keep the demand at this level.

RAISE THE THINKING

Ask what Beth might have done if she did not care.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Beth feels after Lily succeeds?** Write your inference and one piece of proof.

"Beth laughed."

I CAN | I can infer a character's feeling and support it with exact text evidence.

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Grade 3 · Prepare Cluster · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · 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 write an inference and prove it."

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

"Your inference should name Beth's feeling. Your proof should show what happens after Lily succeeds."

▶ *Students write one feeling and copy one sentence that supports it.*

ANSWER KEY: Beth feels happy for Lily.
Proof: Beth laughed.

CHECK FOR UNDERSTANDING

Ask a student to read the feeling and proof together.

COMMON MISCONCEPTION

Students may write that Beth feels proud without explaining how the text supports it.

POSSIBLE STUDENT QUESTION

Can more than one feeling work? Yes, if the passage clearly supports it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether Beth's feeling is only about winning.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Beth still thinks longer recess is the only good answer.** Explain why it is a trap and name the trap.

"Now she was not so sure."

I CAN | I can name a trap and use the passage to prove why it fails.

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Grade 3 · Prepare Cluster · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · 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 an answer with text evidence."

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

"This answer uses a true earlier idea but ignores Beth's changed thinking."

▶ Students underline not so sure, then name the trap.

ANSWER KEY: Plausible but unsupported. Beth is no longer certain.

CHECK FOR UNDERSTANDING

Ask which words show Beth changed her mind.

COMMON MISCONCEPTION

Students may accept the answer because Beth loved recess. Loving recess does not prove she still wants only one solution.

POSSIBLE STUDENT QUESTION

Why is this trap plausible? It matches Beth's first thought but not her later thinking.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what new ideas caused Beth to think again.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how Beth feels after thinking about the choices? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how Beth feels after thinking about the choices?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a feeling and support it with text evidence.

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Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · 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.*

“Name the feeling, then prove it with the character's action.”

▶ *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 Hurried and spilled onto the playground.
These actions show that Beth is eager and excited to get outside.

CHOOSE C. Beth feels eager and excited to go outside. Beth and her classmates move quickly toward the playground, showing that Beth is eager and excited. A is an Opposite trap. B is a Not in the text trap.

SHOW Beth says Lily might need someone to play with. This shows Beth cares about including Lily.

OWN Beth feels happy for Lily. Beth laughed after Lily made it over.

DEFEND Plausible but unsupported. The answer matches Beth's first thought, but this part of the text shows that her thinking changed: Now she was not so sure.

YOUR TURN Answers vary. One example: Beth feels thoughtful and unsure. Proof: Now she was not so sure.

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Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.”

What can the reader infer about how Beth feels from what happens in this part of the text?

A Beth feels worried and upset about going outside.

B Beth feels tired and hungry after playing outside.

C Beth feels eager and excited to go outside.

D Beth feels eager because Lily is outside.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · 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

Choosing a wrong choice because it sounds possible instead of checking whether this part of the text proves 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.

The answer is C.

- A Beth feels worried and upset about going outside.**
Opposite trap. Beth moves quickly toward the playground instead of showing worry or upset feelings.
- B Beth feels tired and hungry after playing outside.**
Not in the text trap. this part of the text shows Beth going out to recess, and it does not say she feels tired or hungry.
- C Beth feels eager and excited to go outside. Correct.**
The words hurried and spilled show Beth and her classmates move quickly toward the playground.
- D Beth feels eager because Lily is outside.**
Plausible but unsupported trap. Beth may care about Lily later, but this part of the text does not say Lily is outside or causes Beth's feeling.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

An inference is a smart guess I make from clues in the text plus what I already know.

The test asks me which answer the text best supports, and which sentence proves it.

I check every choice, because some answers are traps that sound right but are not proved.

THIS WEEK'S FOCUS

Inferencing

from “The Mystery of the Traveling Shell”

An **inference** is an idea the author does not say out loud, but the clues prove it. STAAR asks: **What can the reader conclude?** and **Which sentence best supports the idea that...?** This week we also learn to spot trap answers: **Not in the text**, **Misreads a detail**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Inferencing

TEKS 3.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

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 to make inferences the way the STAAR test asks about them. An inference is an idea the text proves without saying it out loud.”

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

“Each day we will practice a real STAAR question pattern, like which sentence best supports the idea, and we will learn the names of trap answers.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain the difference between a fact the text says and an inference the text proves.

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 the clue that supports an idea."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence best supports the idea that** the shell came from far away? Find the clue words.

"It came from a coastal area, but Poverty Point was inland."

I CAN | I can notice the exact words in the text that support an inference.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · 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 the clue that supports an idea."

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

"Inland means away from the ocean. Listen for the two places in this sentence."

▶ *Read the sentence twice. Students underline coastal area and inland on the NOTICE row.*

ANSWER KEY: Coastal area and inland are the clue words.

CHECK FOR UNDERSTANDING

Ask a student to point to the two clue words.

COMMON MISCONCEPTION

Students may pick any sentence about the shell. The best support must prove the idea.

POSSIBLE STUDENT QUESTION

How is this different from just finding a fact? The fact proves a bigger idea the author did not say.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what idea the clue proves.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader conclude about Emsy?** Pick the answer the text proves.

"Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?""

A She likes to solve puzzles • **B** She lives near the ocean • **C** She is bored at the museum

I CAN | I can choose the inference the text proves and skip the trap answers.

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Grade 3 • Prepare Cluster • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • 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 inference the text proves."

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

"Two of these choices are traps. One is never said in the text. One is the opposite of what Emsy does."

▶ *Students choose privately, then tell a partner the trap name for each wrong choice.*

ANSWER KEY: A. She likes to solve puzzles.

CHECK FOR UNDERSTANDING

Ask a student which words prove choice A.

COMMON MISCONCEPTION

Students may choose B because the shell came from the ocean. That is about the shell, not Emsy.

POSSIBLE STUDENT QUESTION

What is a Not in the text trap? It might be true in real life, but the passage never says it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name the trap in B and C.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that** people at Poverty Point traded with faraway places? Explain how it proves it.

"Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

I CAN | I can explain how a detail from the text proves an inference.

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Grade 3 • Prepare Cluster • Inferencing • Wednesday

TEKS 3.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • 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 how a detail supports an inference."

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

"Evidence is not just a true sentence. It must prove the idea in the question."

▶ *Take two or three answers. Push students to connect the copper to trade with because.*

ANSWER KEY: The copper is a second faraway object, so it shows a pattern of trade.

CHECK FOR UNDERSTANDING

Ask a student to finish the sentence:
This proves trade because...

COMMON MISCONCEPTION

Students may restate the detail without explaining it. Require the because.

POSSIBLE STUDENT QUESTION

What if another sentence is also true? Choose the one that proves the idea best.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask which other sentence in the passage supports trade.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the story, what does Emsy most likely believe about the shell?** Write your inference and one piece of proof.

"Emsy looked at the shell again. It was more than an object."

I CAN | I can make an inference on my own and support it with text evidence.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · 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 make my own inference and prove it."

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

"Most likely means the answer is not stated, but the text makes it the best guess."

▶ *Students write the inference and copy one piece of proof on the OWN row.*

ANSWER KEY: The shell is a clue to the past. Proof: a clue from the past and a story waiting to speak.

CHECK FOR UNDERSTANDING

Ask a student to read their proof aloud.

COMMON MISCONCEPTION

Students may write only what the sentence says. An inference goes one step past the words.

POSSIBLE STUDENT QUESTION

How do I know I went too far? If no words in the text back it up, it is Not in the text.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Emsy's feelings changed from the start.

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The shell rolled down the river to Poverty Point.** Explain why it is a trap and name the trap.

"That is much too far for a shell to roll by itself," she said."

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

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Grade 3 · Prepare Cluster · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · 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 uses a real word from the story, river, but gets the idea wrong."

▶ Students write why the answer is wrong and the trap name on the DEFEND row.

ANSWER KEY: Misreads a detail. The text says the shell could not roll that far by itself.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and the sentence that disproves it.

COMMON MISCONCEPTION

Students may accept the answer because rivers are in the story. Words from the story can still be traps.

POSSIBLE STUDENT QUESTION

Why do traps use words from the story? To make them look right. Check the whole idea.

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 True but not the answer trap.

Make an inference on your own.

Go back to the passage. Answer: What can the reader conclude about the people of Poverty Point? Copy one sentence that proves it.

Go back to the reading.
What can the reader conclude about the people of Poverty Point?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.

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Grade 3 · Prepare Cluster · Inferencing

TEKS 3.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · 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.*

“Write your inference first. Then copy the exact 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 Coastal area and inland. The shell came from the coast, but Poverty Point is inland, so the shell had to travel from far away.

CHOOSE A. She likes to solve puzzles. She calls the shell a mystery and takes notes. B is Not in the text. C is the Opposite of what she does.

SHOW The copper came from far away too. One faraway object could be an accident, but more than one makes a pattern of trade.

OWN Emsy believes the shell is a clue that tells a story about people long ago. The text says it was a clue from the past and a story waiting to speak.

DEFEND Misreads a detail. The story mentions rivers, but Emsy says it is too far for a shell to roll by itself. People carried it through trade.

YOUR TURN Answers vary. One example: They traded with faraway places. Proof: They could trade what they had for valuable goods from other places.

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Grade 3 · Prepare Cluster · Inferencing

TEKS 3.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = 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.

READ THIS PASSAGE EXCERPT.

“One traveling object could be an accident, Emsy thought. But several objects from distant places make a pattern.”

Which conclusion is best supported by the excerpt?

A Emsy thinks people moved objects on purpose.

B Emsy thinks the shell was lost by accident.

C Emsy wants to keep the shell for herself.

D Emsy has found many shells at the beach.

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Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 3 of 36 · Prepare Cluster · Module 3 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the word accident appears in the excerpt.

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.

The answer is A.

- A Emsy thinks people moved objects on purpose. Correct.**
Several objects make a pattern, so Emsy decides people brought them on purpose.
- B Emsy thinks the shell was lost by accident.**
Opposite trap. She says one object could be an accident, but several make a pattern.
- C Emsy wants to keep the shell for herself.**
Not in the text trap. Nothing says she wants to keep it.
- D Emsy has found many shells at the beach.**
Word match trap. It uses many and shells, but the story never says this.

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Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 3 of 36 · Prepare Cluster · Module 3 · 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 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can tell the difference between a fact the story states and an inference I make from clues.

I can use exact words from the story to support my thinking.

I can check each answer for proof before I choose it.

THIS WEEK'S FOCUS

Inferencing

from “The Mystery of the Traveling Shell”

A **stated fact** is said directly in the story. An **inference** is an idea the clues support, even when the author does not say it directly. STAAR asks:

Which sentence is an inference and not a fact stated in the story? Watch for **Stated fact**, **not an inference**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Inferencing

TEKS 3.6(F) • Inferencing • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

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 will learn the difference between a fact the story states and an inference we make from clues.”

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

“We will practice the STAAR question: Which sentence is an inference and not a fact stated in the story?”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how a stated fact is different from an inference.

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 clue words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Find the clue words.

"The shell had been discovered far from the place where it could have formed naturally."

I CAN | I can notice exact words that help me make an inference.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · 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 clue words that support an inference."

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

"The story does not name the shell's exact journey here. These words help us infer that it came from another place."

▶ *Read the sentence twice. Students underline far from the place where it could have formed naturally.*

ANSWER KEY: Far from the place where it could have formed naturally.

CHECK FOR UNDERSTANDING

Ask students to point to the two clue phrases.

COMMON MISCONCEPTION

Students may choose shell because it is a topic word, not a clue that proves an idea.

POSSIBLE STUDENT QUESTION

Is this sentence a fact or a clue? It is a stated fact that helps prove an inference.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what idea these clues support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Pick the idea the clues support.

"She loved mysteries, especially those that required observation instead of guessing."

A She organized her clues in a notebook • **B** She solves mysteries by studying clues • **C** She solves mysteries by making guesses

I CAN | I can choose the best inference and avoid answers that are only facts or guesses.

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Grade 3 • Prepare Cluster • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 4 of 36 • Prepare Cluster • Module 4 • 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 an inference the text supports."

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

"Look for an idea that goes one step beyond the words but still has proof."

▶ *Students choose silently, then explain which words support their choice.*

ANSWER KEY: B. She solves mysteries by studying clues.

CHECK FOR UNDERSTANDING

Ask students to name the proof words for the correct choice.

COMMON MISCONCEPTION

Students may choose that she organized her clues in a notebook because the story directly states it.

POSSIBLE STUDENT QUESTION

How can I tell an inference from a fact?
An inference combines clues into a new idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what words show that Emsy prefers observing to guessing.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference** that people could move objects between communities? Explain how it proves the idea.

"Rivers were transportation routes long before highways or airplanes existed."

I CAN | I can explain why one exact detail proves an inference.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · 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 how a detail supports an inference."

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

"Do not just repeat the detail. Explain how the detail proves the idea."

▶ *Have students complete: This supports the inference because...*

ANSWER KEY: Rivers were transportation routes, so people could carry objects along them.

CHECK FOR UNDERSTANDING

Ask a student to explain the word because.

COMMON MISCONCEPTION

Students may choose any sentence with rivers without explaining its connection.

POSSIBLE STUDENT QUESTION

Why does transportation matter? It gives people a way to move objects.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what objects travelers could carry.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Write your own inference about why the shell reached Poverty Point. Add one piece of proof.

"The seashell probably reached Poverty Point through long-distance trade."

I CAN | I can make my own inference and connect it to an exact sentence from the story.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · 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 write an inference and support it with proof."

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

"An inference is your idea. Your proof must come from the story."

▶ *Students write one inference and copy one proof sentence.*

ANSWER KEY: People probably moved the shell through trade.

CHECK FOR UNDERSTANDING

Ask students to underline their proof.

COMMON MISCONCEPTION

Students may copy a fact without adding an idea of their own.

POSSIBLE STUDENT QUESTION

What makes probably useful? It shows the story gives a supported idea, not complete certainty.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing an inference with proof. Keep the demand at this level.

RAISE THE THINKING

Ask how the rivers and other materials strengthen the inference.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The shell came from a coastal environment.** Explain why it is a trap and name the trap.

"A strong conclusion needed more than imagination; it needed evidence that fit together logically."

I CAN | I can explain why a stated fact is not the inference the question asks for.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · 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 against a trap."

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

"This answer is true, but it only repeats a fact. The question asks for an idea we infer from clues."

▶ Students name the trap and explain what bigger idea the fact supports.

ANSWER KEY: Stated fact, not an inference. The answer repeats a fact instead of making an inference.

CHECK FOR UNDERSTANDING

Ask students to name the inference supported by the fact.

COMMON MISCONCEPTION

Students may choose the answer because it is true. True does not always mean it answers the question.

POSSIBLE STUDENT QUESTION

Can a true answer be a trap? Yes. It may be a stated fact instead of an inference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a stated fact. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the fact into an inference.

Make an inference on your own.

Go back to the reading. What can the reader infer about why the shell no longer seemed misplaced? Write your inference and copy one sentence that proves it.

Go back to the reading.
**What can the reader infer about why the shell
no longer seemed misplaced?**
**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference and prove it with an exact sentence.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 4 of 36 · Prepare Cluster · Module 4 · 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.*

“Make your inference, then prove it with exact words from the 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.

Answers, across the five thinking levels.

NOTICE Far from the place where it could have formed naturally. These clues show the shell came from another place.

CHOOSE B. She solves mysteries by studying clues. She loves mysteries that require observation instead of guessing, so she likely solves them by studying clues. A is a Stated fact, not an inference trap. C is an Opposite trap.

SHOW Rivers were transportation routes. That means people could travel along them and carry objects between places.

OWN People probably moved the shell through trade. Proof: Finally, scarcity gave people a reason to exchange resources.

DEFEND Stated fact, not an inference. The sentence gives a fact about where the shell came from, but the inference is what that clue helps us conclude about its journey.

YOUR TURN The shell no longer seemed misplaced because people likely brought it through trade. Proof: Finally, scarcity gave people a reason to exchange resources.

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.

READ THIS PASSAGE EXCERPT.

“First, the shell originated near the coast, while Poverty Point was inland.”

Which sentence is an inference and not a fact stated in the story?

- A** Emsy organized her clues in a notebook.
- B** The shell traveled to Poverty Point by accident.
- C** People likely moved the shell through trade.
- D** Emsy saw the original travelers trade it.

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Grade 3 · Prepare Cluster · Inferencing

TEKS 3.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · 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

Choosing a true fact instead of an inference.

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.

The answer is C.

Emsy organized her clues in a notebook.

- A** Stated fact, not an inference trap. The story states that Emsy organized her clues in her notebook. This answer repeats a fact instead of making an inference.

The shell traveled to Poverty Point by accident.

- B** Misreads a detail trap. Emsy said the shell probably did not roll there by accident, so this answer changes the detail.

People likely moved the shell through trade. Correct.

- C** The shell originated near the coast, but Poverty Point was inland, so people likely moved it through trade.

Emsy saw the original travelers trade it.

- D** Not in the text trap. The passage says no one could ask the original travelers what happened, and it never says Emsy saw them trade the shell.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Inference

TEKS 3.6(F) · Inference · Week 4 of 36 · Prepare Cluster · Module 4 · 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer why people acted.

I can connect a choice to the details that explain it.

I can check each answer against the passage.

THIS WEEK'S FOCUS

Inferencing

from “The Pilgrims Chose Plymouth”

An **inference** is an idea the text proves without saying it directly. STAAR asks: **What can the reader infer about why people made the choice described in this part of the text?** This week we will watch for **Wrong motive for a true action**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Inferencing

TEKS 3.6(F) • Inferencing • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

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 will infer why the Pilgrims made a choice. We will use clues from the passage to explain their actions.”

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

“We will practice the STAAR question pattern and learn how a true detail can still support the wrong motive.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how a reason can be inferred from an action and its clues.

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 about why people acted."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why people made the choice described in this part of the text?** Find the clue words.

"Winter was coming, and the Pilgrims needed to begin building shelters quickly."

I CAN | I can find exact words that help explain a choice.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Inferencing • Monday

TEKS 3.6(F) • Inferencing • Week 5 of 36 • Cluster 1 • 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 about why people acted."

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

"Look for the problem or need that comes before the action. Winter was coming, so time mattered."

▶ *Read the sentence twice. Students underline Winter was coming and needed to begin building shelters quickly.*

ANSWER KEY: Winter was coming, so they needed shelters quickly.

CHECK FOR UNDERSTANDING

Ask which words show that the Pilgrims needed to hurry.

COMMON MISCONCEPTION

Students may underline only winter. The full clue includes the need to build shelters quickly.

POSSIBLE STUDENT QUESTION

Why does winter matter? Cold weather would make shelters important.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the reason clue. Keep the demand at this level.

RAISE THE THINKING

Ask what action the clue helps explain.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: What can the reader infer about why people made the choice described in this part of the text? Pick the answer the text proves.

"Soon, Plymouth became the place where they settled and built their new colony."

- A** They settled there to gather wood for fires. • **B** They settled there after the winter had ended. • **C** They settled there to build shelters before winter.

I CAN | I can connect the Pilgrims' choice to the strongest clues.

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Grade 3 · Cluster 1 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · 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 an inference the text supports."

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

"The best answer explains why Plymouth became their new home. Check each choice against the passage."

▶ Students choose an answer, then point to the clue that supports it.

ANSWER KEY: C. They settled there to build shelters before winter.

CHECK FOR UNDERSTANDING

Ask students which words show that shelters were the urgent need.

COMMON MISCONCEPTION

Students may choose the answer about gathering wood because gathering wood is mentioned. That is a true action, but it is not the reason given for settling.

POSSIBLE STUDENT QUESTION

Why is gathering wood not the best answer? The passage focuses on shelters before winter.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if winter arrived before shelters were ready.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that the Pilgrims chose Plymouth because they needed to prepare quickly? Explain how it proves the inference.

"They started constructing small homes and gathering wood for fires."

I CAN | I can explain how the Pilgrims' actions support a reason for their choice.

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Grade 3 · Cluster 1 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · 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 how a detail proves an inference."

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

"Evidence should show both what they did and why that action mattered."

▶ *Students circle constructing small homes and gathering wood. Ask them to finish: This proves they needed to prepare because...*

ANSWER KEY: They started constructing small homes and gathering wood for fires to prepare for winter.

CHECK FOR UNDERSTANDING

Ask a student to explain how the actions connect to winter.

COMMON MISCONCEPTION

Students may copy the detail without explaining it. Add because to show the connection.

POSSIBLE STUDENT QUESTION

Why is gathering wood useful evidence? It helps with fires and shows preparation.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask which action would help most when cold weather arrived.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the Pilgrims settled at Plymouth?** Write your inference and one piece of proof.

"Nearby were forests filled with tall trees that could be used to build homes and ships."

I CAN | I can explain why the Pilgrims' choice made sense using text evidence.

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Grade 3 · Cluster 1 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · 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 make my own inference and prove it."

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

"Your inference should explain the choice. Your proof should come from the passage."

► Students write one reason and copy one exact proof detail.

ANSWER KEY: Plymouth had resources for building homes. Proof: Nearby were forests filled with tall trees that could be used to build homes and ships.

CHECK FOR UNDERSTANDING

Ask a student to read the reason and proof together.

COMMON MISCONCEPTION

Students may write that Plymouth was beautiful. The passage gives useful resources instead.

POSSIBLE STUDENT QUESTION

Can I use ships as proof? Yes, but connect the forest detail to why the place was useful.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how fresh water and farmland also support the choice.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Pilgrims chose Plymouth because they wanted to gather wood for fires.** Explain why it is a trap and name the trap.

"Winter was coming, and the Pilgrims needed to begin building shelters quickly."

I CAN | I can use the passage to explain why a tempting answer has the wrong motive.

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Grade 3 · Cluster 1 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · 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 an answer against a trap."

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

"The answer uses a true action, gathering wood for fires, but gives the wrong reason for the choice in this part of the text."

▶ *Students name the trap and underline the words that show the real motive.*

ANSWER KEY: Wrong motive for a true action. They needed shelters before winter.

CHECK FOR UNDERSTANDING

Ask which words disprove the wood-gathering motive.

COMMON MISCONCEPTION

Students may accept the answer because gathering wood for fires is mentioned. A true action can still have the wrong motive.

POSSIBLE STUDENT QUESTION

Why is the answer tempting? It uses a detail from the passage but does not match the reason in this part of the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving a tempting answer wrong. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another wrong motive using a true detail.

Make an inference on your own.

Go back to the passage. Answer: Why did the Pilgrims settle at Plymouth? Write your inference and copy one sentence that proves it.

Go back to the reading.
Why did the Pilgrims settle at Plymouth?
Write your inference. Then copy one sentence that proves it.

I CAN | I can explain why the Pilgrims made their choice and prove it with text evidence.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · 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.*

“Write the reason first. Then copy the exact words that prove 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 Winter was coming, and they needed to begin building shelters quickly. These words show the Pilgrims had to act soon.

CHOOSE C. They settled there to build shelters before winter. Winter was coming, and they needed to begin building shelters quickly. A is a Wrong motive for a true action trap. B is an Opposite trap.

SHOW Constructing homes and gathering wood shows they were preparing for winter. Their actions match the need to build shelters quickly.

OWN The Pilgrims settled at Plymouth because the area had useful resources for building. Proof: Nearby were forests filled with tall trees that could be used to build homes and ships.

DEFEND Wrong motive for a true action. The passage says they gathered wood for fires, but this part of the text shows they needed to build shelters before winter.

YOUR TURN Answers vary. One example: They settled at Plymouth because they needed to build shelters quickly before winter. Proof: Winter was coming, and the Pilgrims needed to begin building shelters quickly.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = 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.

READ THIS PASSAGE EXCERPT.

“Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled and built their new colony.”

What can the reader infer about why the Pilgrims settled at Plymouth?

- A** They settled there to gather wood for winter fires.
- B** They settled there after the cold winter had ended.
- C** They settled there because the forests had short trees.
- D** They settled there to build shelters before winter arrived.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 5 of 36 · Cluster 1 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats or twists a passage detail instead of explaining the reason for settling.

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.

The answer is D.

They settled there to gather wood for winter fires.

- A** Wrong motive for a true action trap. Gathering wood for fires is a true action, but this part of the text shows they needed to build shelters before winter.

They settled there after the cold winter had ended.

- B** Opposite trap. this part of the text says winter was coming, not that it had ended.

They settled there because the forests had short trees.

- C** Misreads a detail trap. The passage says the forests were filled with tall trees, not short trees.

They settled there to build shelters before winter arrived. Correct.

- D** Winter was coming, and they started building homes and gathering wood, showing they needed shelters before winter.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 5 of 36 · Cluster 1 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use a cause and its result to make an inference.

I can use clues from the passage to explain why the Pilgrims chose Plymouth.

I can check each answer to make sure the text supports it.

THIS WEEK'S FOCUS

Inferencing

from “The Pilgrims Chose Plymouth”

Inferring from cause and result: An **inference** is an idea I figure out from clues and results in the text. STAAR asks: **What can the reader infer from the results described in this part of the text?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization, too broad**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 1 • Inferencing

TEKS 3.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

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 to make inferences from causes and results in the passage. An inference is an idea the text proves without saying it directly.”

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

“Each day we will practice finding clues, choosing the best inference, showing evidence, writing our own inference, and defending against a trap.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how a cause and result can help a reader make an inference.

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 that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer from the results described in this part of the text?** Find the clue words.

"Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted."

I CAN | I can notice exact words that show why the settlers chose Plymouth.

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Grade 3 · Cluster 1 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · 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 that support an inference."

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

"Look at what Plymouth had. These details help us infer why the settlers chose it."

▶ *Read the sentences twice. Students underline forests, homes, fires, and rich soil.*

ANSWER KEY: Plymouth had resources the settlers needed.

CHECK FOR UNDERSTANDING

Ask a student to point to one resource and explain its use.

COMMON MISCONCEPTION

Students may name Plymouth as a fact without explaining what the clues show.

POSSIBLE STUDENT QUESTION

Why do the trees matter? They could help the settlers build homes and fires.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding useful clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what the resources helped the settlers do.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer from the results described in this part of the text?** Pick the answer the text proves.

"Cold weather was beginning to spread across the land, so the Pilgrims knew they needed to find a place to settle quickly."

A They wanted to stay at sea for several more weeks. • **B** They needed to settle quickly because cold weather was coming. • **C** They found a place to settle before reaching the coast.

I CAN | I can choose the inference that best connects the cause and its result.

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Grade 3 • Cluster 1 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • 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 an inference the text supports."

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

"The cold weather caused the Pilgrims to act quickly. Choose the answer that matches both parts."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. They needed to settle quickly because cold weather was coming.

CHECK FOR UNDERSTANDING

Ask a student to name the cause and the result.

COMMON MISCONCEPTION

Students may confuse the long trip with a reason to stay at sea longer.

POSSIBLE STUDENT QUESTION

How do I know an inference is supported? I can point to words that connect the cause and result.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about connecting cause and result. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if the Pilgrims waited too long.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Plymouth helped the settlers move supplies?** Explain how it proves it.

"This made it easier for the settlers to move food, tools, and building supplies from the ship to the land."

I CAN | I can explain how a specific result supports an inference about Plymouth.

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Grade 3 • Cluster 1 • Inferencing • Wednesday

TEKS 3.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • 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 how a detail proves an inference."

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

"The best evidence names the result and connects it to the idea in the question."

► *Students underline easier, food, tools, and building supplies. Have them explain the connection with because.*

ANSWER KEY: Plymouth made it easier to move needed supplies.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves Plymouth helped because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining how it proves the idea.

POSSIBLE STUDENT QUESTION

Why is this better than saying ships were at Plymouth? It shows what the harbor helped the settlers do.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what problem the harbor helped solve.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how the settlers survived?** Write an inference and one piece of proof.

"The settlers knew they needed to cooperate if they wanted the colony to survive."

I CAN | I can write my own inference and support it with exact evidence from the passage.

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Grade 3 · Cluster 1 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · 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 make an inference and prove it."

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

"Your inference goes one step past the words, but your proof must come from the passage."

▶ *Students write an inference and copy one sentence or part of a sentence that proves it.*

ANSWER KEY: The settlers needed teamwork to survive.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that everyone had a job. They must explain what this shows.

POSSIBLE STUDENT QUESTION

How can I tell if my inference goes too far? Check whether the passage gives proof for every part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the jobs helped the colony.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Plymouth was perfect for every need of every settler.** Explain why it is a trap and name the trap.

"Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted."

I CAN | I can use evidence to explain why an answer is too broad.

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Grade 3 · Cluster 1 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · 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 against a trap."

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

"This answer stretches a few useful resources into a claim about everything and everyone. That is too broad."

▶ *Students name the trap and write what the passage actually proves.*

ANSWER KEY: Overgeneralization, too broad. The text proves some useful resources, not every need.

CHECK FOR UNDERSTANDING

Ask a student to name one thing the passage proves and one thing it does not prove.

COMMON MISCONCEPTION

Students may accept the answer because Plymouth had several useful resources.

POSSIBLE STUDENT QUESTION

Why is the answer too broad? It changes some resources into every need for every settler.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why an answer is too broad. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer into a supported inference.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why Plymouth was a helpful place to settle? Copy one sentence that proves your answer.

Go back to the reading.
What can the reader infer about why
Plymouth was helpful?
Write your inference. Then copy one
sentence that proves it.

I CAN | I can make an inference and support it with a sentence from the passage.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · 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.*

“Make your inference, then point to the exact words that prove 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 Forests and rich soil were useful resources for settling. These clues show why Plymouth helped the settlers.

CHOOSE B. They needed to settle quickly because cold weather was coming. Cold weather was coming, so the Pilgrims needed to settle quickly. A is an Opposite trap. C is a Misreads a detail trap.

SHOW The supplies could move more easily from the ship to land. This shows that Plymouth helped the settlers bring what they needed.

OWN The settlers understood that working together was necessary for survival. Proof: The settlers knew they needed to cooperate if they wanted the colony to survive.

DEFEND Overgeneralization, too broad. The passage names forests and rich soil, but it does not prove Plymouth was perfect for every need of every settler.

YOUR TURN Answers vary. One example: Plymouth had rich soil that helped the settlers grow crops. Proof: There was also rich soil where crops could be planted.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = 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.

READ THIS PASSAGE EXCERPT.

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted.”

What can the reader infer from the results described in this part of the text about why the settlers chose Plymouth?

- A** The area had useful resources the settlers needed.
- B** The area had everything settlers could ever need.
- C** The area had no safe place for ships.
- D** The settlers had already planted crops before exploring.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 6 of 36 · Cluster 1 · Module 2 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a word from the passage without matching the whole idea.

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.

INFERENCE

The answer is A.

- A The area had useful resources the settlers needed. Correct.**
The forests could provide materials for homes and fires, and the rich soil could help grow crops.
- B The area had everything settlers could ever need.**
Overgeneralization, too broad trap. The passage names some resources, not everything settlers could ever need.
- C The area had no safe place for ships.**
Opposite trap. The passage says the harbor at Plymouth helped ships stay safe.
- D The settlers had already planted crops before exploring.**
Misreads a detail trap. The passage says the settlers explored first, then found rich soil where crops could be planted.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 6 of 36 · Cluster 1 · Module 2 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart guess from clues in the text.

I can use details to understand what daily life was like.

I can check that my inference is supported by the passage.

THIS WEEK'S FOCUS

Inferencing

from “Life Along the Nile River”

Week focus: **Inferring daily life from details.** An **inference** is an idea the author does not say directly, but the details support. STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Featured trap: **Goes beyond the text.** Also watch for **Not in the text** and **Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 1 • Inferencing

TEKS 3.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

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 to infer what daily life was like along the Nile River. An inference is an idea the text supports without saying it directly.”

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

“Each day we will find clues, choose the best inference, show proof, write our own inference, and defend against a trap.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how an inference is different from a detail stated directly in the passage.

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 about daily life."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Find the clue words.

"The Nile provided water for drinking, cooking, and farming."

I CAN | I can notice exact words that show how people lived each day.

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Grade 3 · Cluster 1 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · 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 about daily life."

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

"Look at all three uses of the water. They show how important the river was each day."

▶ *Read the sentence twice. Students underline drinking, cooking, and farming.*

ANSWER KEY: Drinking, cooking, and farming show daily needs.

CHECK FOR UNDERSTANDING

Ask a student to name two ways people used the water.

COMMON MISCONCEPTION

Students may name only one use. Ask how all three uses connect to daily life.

POSSIBLE STUDENT QUESTION

Why does farming count as daily life? People needed food, so farming was an important daily job.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding daily life clues. Keep the demand at this level.

RAISE THE THINKING

Ask what life might have been like without the river.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Pick the answer the text proves.

"Many families depended on fish and crops for food."

- A** Families used fish and crops for food. • **B** Families used fish for every meal. • **C** Families lived far from the Nile.

I CAN | I can choose the best inference and avoid answers the details do not prove.

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Grade 3 • Cluster 1 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • 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 inference the text supports."

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

"The words fish and crops show families depended on both for food."

▶ *Students choose the best inference, then explain which words support it.*

ANSWER KEY: A. Families used fish and crops for food.

CHECK FOR UNDERSTANDING

Ask a student to point to the proof words.

COMMON MISCONCEPTION

Students may choose the answer about every meal. The passage says many families depended on fish and crops for food, not that fish filled every meal.

POSSIBLE STUDENT QUESTION

What makes an inference strong? The passage gives details that support it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask which other detail supports the same inference.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that the Nile shaped daily life?** Explain how it proves it.

"The environment shaped daily life in ancient Egypt. Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food."

I CAN | I can explain how several details prove an inference about daily life.

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Grade 3 · Cluster 1 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · 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 how a detail supports an inference."

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

"This detail is strong because it connects the river to several parts of daily life."

▶ *Students circle farmers, merchants, families, and the details about floodwaters, boats, water, and food.*

ANSWER KEY: The river shaped jobs, travel, water, and food.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves the river shaped daily life because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining it. Require a because statement.

POSSIBLE STUDENT QUESTION

Why is this better than a detail about one crop? It shows several parts of life, not just one.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining strong evidence. Keep the demand at this level.

RAISE THE THINKING

Ask which group depended on boats and why.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Write your inference and one piece of proof.

"Travel by boat was often easier than traveling across the desert."

I CAN | I can write an inference about daily life and support it with exact text evidence.

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Grade 3 · Cluster 1 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · 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 make my own inference and prove it."

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

"Your inference should go one step beyond the sentence, but the proof must come from the text."

▶ *Students write an inference about travel and copy the sentence as proof.*

ANSWER KEY: People likely used boats for easier travel.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that everyone owned a boat. The text does not prove that.

POSSIBLE STUDENT QUESTION

How do I know if my inference goes too far? Check whether the passage supports every part of it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how easier travel could help villages connect.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Nile made every part of life easy.** Explain why it is a trap and name the trap.

"Without the river, living in the desert would have been much more difficult."

I CAN | I can use the text to explain why a tempting answer is not supported.

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Grade 3 · Cluster 1 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · 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 against a trap."

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

"This trap adds an idea the passage never proves. Stay close to the details."

▶ Students write the trap name and copy the sentence that shows why the river mattered.

ANSWER KEY: Goes beyond the text. The river was important, but the text does not say it made every part of life easy.

CHECK FOR UNDERSTANDING

Ask a student to name the unsupported idea in the wrong answer.

COMMON MISCONCEPTION

Students may accept the answer because the river supported survival. Supporting survival does not mean it made every part of life easy.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It starts with a true idea about the river, then adds too much.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an unsupported idea. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so the text supports it.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how the Nile affected jobs? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about jobs along the Nile?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about jobs and prove it with text evidence.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · 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.*

“Write your inference first. Then copy the exact 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 Water for drinking, cooking, and farming. These uses show that the Nile helped with many daily needs.

CHOOSE A. Families used fish and crops for food. Families depended on fish and crops for food. B is a Goes beyond the text trap. C is an Opposite trap.

SHOW The sentence names farmers, merchants, and families. It shows that the river affected work, travel, water, and food.

OWN People could use boats to travel more easily along the Nile. Proof: Travel by boat was often easier than traveling across the desert.

DEFEND Goes beyond the text. The passage says living in the desert would have been more difficult without the river. It does not say the Nile made every part of life easy.

YOUR TURN Answers vary. One example: The Nile helped make many different jobs important. Proof: Some people became farmers while others worked as fishermen, merchants, builders, or sailors.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“The environment shaped daily life in ancient Egypt. Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food.”

Based on the details in the selection, what can the reader infer about daily life?

- A** The Nile made everyone work only as a farmer.
- B** The Nile made desert life harder for everyone.
- C** The Nile shaped work, travel, water, and food.
- D** The Nile put homes on every riverbank in Egypt.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · 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

Choosing a wrong choice because it uses one true word from the paragraph but changes or adds an idea.

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.

The answer is C.

- A The Nile made everyone work only as a farmer.**
Too broad trap. The paragraph names farmers, merchants, and families, not everyone as a farmer.
- B The Nile made desert life harder for everyone.**
Opposite trap. The paragraph says the river supported daily life, while life in the desert would have been harder without it.
- C The Nile shaped work, travel, water, and food. Correct.**
The paragraph connects the river to farmers, merchants, and families and names their daily needs.
- D The Nile put homes on every riverbank in Egypt.**
Goes beyond the text trap. The passage says villages and towns were built near the Nile, not homes on every riverbank.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 7 of 36 · Cluster 1 · Module 3 · 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in the text.

I can choose the sentence that best supports my inference.

I can check for trap answers that sound right but do not prove the idea.

THIS WEEK'S FOCUS

Inferencing

from “Life Along the Nile River”

An **inference** is an idea the author does not say directly, but the clues support it. This week we will practice **Supporting an inference**. STAAR asks: **Which sentence best supports the inference that life was hard work?** We will watch for **True detail**, **not support**, **Not in the text**, and **True but not the answer** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Inferencing

TEKS 3.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

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 will make inferences about life along the Nile River. An inference is an idea the text supports with clues.”

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

“We will practice finding evidence, choosing the best inference, and defending our answers against trap choices.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how an inference is different from a fact stated in the passage.

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 clue words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence best supports the inference that life was hard work?** Find the clue words.

"Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds."

I CAN

I can find exact words that support the idea that life was hard work.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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 clue words that support an inference."

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

"The words worked hard tell us the idea. The next sentence shows what farmers did."

▶ *Read the two sentences aloud. Have students underline worked hard, prepared fields, and planted seeds.*

ANSWER KEY: The clue words show hard work all year.

CHECK FOR UNDERSTANDING

Ask students to point to two words that show hard work.

COMMON MISCONCEPTION

Students may choose a true detail about the Nile. The clue must support the inference.

POSSIBLE STUDENT QUESTION

Why do I need more than one word?
More words can show how the text proves the idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what work happened during planting season.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about daily life near the Nile?** Pick the answer the text proves.

"Children in ancient Egypt helped families with daily chores. Some gathered water while others helped care for crops or animals."

A Children lived far from the Nile • **B** Children never helped their families • **C** Children had responsibilities at home

I CAN | I can choose the best inference and explain which words support it.

The Writing Academy®, LLC

Grade 3 • Cluster 1 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • 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 inference the text proves."

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

"Look for the choice that matches the chores in the sentences. Watch for choices the text does not prove."

▶ *Students choose an answer, then tell a partner which words support it.*

ANSWER KEY: C. Children had responsibilities at home.

CHECK FOR UNDERSTANDING

Ask which words prove that children had responsibilities.

COMMON MISCONCEPTION

Students may choose that children only played. The text says they helped with chores.

POSSIBLE STUDENT QUESTION

What makes a choice supported? The passage must give clues that prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the chores helped families.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that farmers had hard work?** Explain how it proves the inference.

"Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds."

I CAN | I can explain why a detail is strong evidence for the inference.

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Grade 3 · Cluster 1 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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 how a detail supports an inference."

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

"A true detail is not always the best evidence. Tell how the detail proves hard work."

▶ *Have students circle worked hard, prepared fields, and planted seeds. Ask them to explain the connection using because.*

ANSWER KEY: Preparing fields and planting seeds show hard work during planting season.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports hard work because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining it. Require a because statement.

POSSIBLE STUDENT QUESTION

Why is preparing fields and planting seeds strong evidence? It names difficult jobs workers had to complete.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if farmers did not prepare fields or plant seeds.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about families near the Nile?** Write your inference and one piece of proof.

"The Nile also supplied water for drinking, cooking, and farming. Families depended on the river every day."

I CAN | I can write an inference and support it with exact evidence from the passage.

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Grade 3 · Cluster 1 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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 make my own inference and prove it."

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

"Make an idea that goes beyond one fact, then prove it with the text."

▶ *Students write an inference and copy one supporting sentence or phrase.*

ANSWER KEY: Families relied on the Nile every day.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy a fact only. An inference explains what the facts show.

POSSIBLE STUDENT QUESTION

How do I know my inference is safe?
Check that the passage gives proof for it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what daily tasks would be harder without the river.

TODAY'S THINKING JOB

DEFEND

"I can explain why a true detail does not support the inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Nile was one of the longest rivers in the world.** Explain why it is a trap and name the trap.

"The Nile River was one of the longest rivers in the world."

I CAN | I can defend my answer by naming the trap and explaining what the detail fails to prove.

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Grade 3 · Cluster 1 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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 explain why a true detail does not support the inference."

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

"This detail is true, but it does not prove the inference. A trap can use a real fact."

▶ *Have students name the trap and compare the detail with the hard work clue.*

ANSWER KEY: True detail, not support.
River length does not show hard work.

CHECK FOR UNDERSTANDING

Ask students what the sentence tells us and what it does not tell us.

COMMON MISCONCEPTION

Students may pick it because longest sounds important. Important does not mean supportive.

POSSIBLE STUDENT QUESTION

Can a true sentence still be a trap?
Yes. It must also support the question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a true detail. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another true detail that would not prove hard work.

Make an inference on your own.

Go back to the passage. What can the reader infer about how the Nile helped ancient Egypt grow? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how the Nile helped ancient Egypt grow?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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.*

“Write the inference first. Then copy the exact 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 Worked hard, planting season, prepared fields, and planted seeds. These words show that people worked during the year and had hard jobs.

CHOOSE C. Children had responsibilities at home. Children gathered water and cared for crops or animals, showing they had responsibilities. A is a Not in the text trap. B is an Opposite trap.

SHOW The detail about preparing fields and planting seeds shows that farmers worked hard during planting season.

OWN Families needed the Nile for daily life. The river supplied water for drinking, cooking, and farming, and families depended on it every day.

DEFEND True detail, not support. The sentence is true, but it tells about the river's length, not the hard work people did.

YOUR TURN Answers vary. One example: The Nile helped the civilization grow in many ways. Proof: Access to water, fertile soil, transportation, and food allowed the civilization to grow.

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Grade 3 · Cluster 1 · Inference

TEKS 3.6(F) · Inference · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds.”

Which sentence best supports the inference that life was hard work?

- A** The Nile River was one of the world's longest rivers.
- B** Farmers and fishermen worked hard throughout the year.
- C** The Nile helped connect communities throughout ancient Egypt.
- D** Fish provided food for many families in Egypt.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first wrong choice because it is a true detail from the passage.

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.

The answer is B.

- A The Nile River was one of the world's longest rivers.**
True detail, not support trap. River length does not show that daily life was hard work.
- B Farmers and fishermen worked hard throughout the year. Correct.**
The sentence directly says that farmers and fishermen worked hard throughout the year.
- C The Nile helped connect communities throughout ancient Egypt.**
True but not the answer trap. Connecting communities does not support the inference about hard work.
- D Fish provided food for many families in Egypt.**
Too narrow trap. This tells one benefit of fishing, but it does not show the larger idea that life was hard work.

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Grade 3 · Cluster 1 · Inferencing

TEKS 3.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · 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 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues about a person's actions to make an inference.

I can choose an idea the passage supports, even when it is not stated directly.

I can check my proof so I do not choose a trap answer.

THIS WEEK'S FOCUS

Inferencing

from “Laura Ingalls Wilder”

This week we will practice **Inferring about a person from actions**. An **inference** is an idea I figure out from a person's actions and the clues in the text. STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Our featured trap is **Plausible but unsupported**. We will also watch for **Misreads a detail** and **Opposite** traps.

This deck teaches **making inferences 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 will infer what a person is like or wants by studying actions in the passage.”

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

“We will use the STAAR question pattern about this part of the text and check every answer against the text.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 1 . a class or student copy of "Laura Ingalls Wilder" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an action can give a clue about a person's purpose.

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 about a person's actions."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Find the clue words.

"Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family."

I CAN | I can notice words that help me infer what a person wanted to do.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · 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 about a person's actions."

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

"Look at what Laura did. She wrote books about her life and family."

▶ *Read the sentences twice. Students underline became famous for writing and told stories.*

ANSWER KEY: Laura wrote books to share her life and family stories.

CHECK FOR UNDERSTANDING

Ask students which words show Laura's action.

COMMON MISCONCEPTION

Students may focus only on famous. The action of writing gives the stronger clue.

POSSIBLE STUDENT QUESTION

Why does writing matter? It shows what Laura chose to do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what Laura's writing may help readers understand.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Pick the answer the text supports.

"The books helped people imagine what it was like to live on the prairie many years ago."

- A** She wanted readers to become famous writers • **B** She wanted readers to imagine life on the prairie • **C** She wanted readers to learn only about her parents

I CAN | I can use a person's action and its result to choose the best inference.

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Grade 3 • Cluster 2 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 9 of 36 • Cluster 2 • 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 an inference the text supports."

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

"Laura wrote books, and the books helped readers imagine prairie life. That clue supports one choice."

▶ *Students choose the best answer. Then they explain which words support it.*

ANSWER KEY: B. She wanted readers to imagine life on the prairie.

CHECK FOR UNDERSTANDING

Ask students to point to the proof words for the correct choice.

COMMON MISCONCEPTION

Students may choose that Laura wanted to write about only her parents. The passage includes more than her parents.

POSSIBLE STUDENT QUESTION

How do I know an answer is supported? I can point to words that prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the books affected readers.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

Which detail best supports the idea that Laura wanted readers to learn about her life and family? Explain how it proves the inference.

"Many readers enjoyed learning about Laura, her sisters, and her parents."

I CAN | I can explain how a detail about readers supports an inference about Laura.

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Grade 3 · Cluster 2 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · 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 how a detail proves an inference."

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

"The evidence must connect Laura's writing to what readers learned."

▶ *Students circle enjoyed learning and explain the connection with because.*

ANSWER KEY: Readers enjoyed learning about Laura and her family, so Laura's books helped readers learn about her life and family.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Laura wanted readers to learn because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it proves the idea.

POSSIBLE STUDENT QUESTION

Why is learning a strong clue? It shows what Laura's books helped readers do.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what readers learned from the books.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Write your inference and one piece of proof.

"Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago."

I CAN | I can infer what Laura wanted readers to understand and support it with evidence.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · 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 write my own inference and proof."

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

"Write what Laura's action shows. Then add the exact proof from the passage."

▶ *Students write an inference and copy one supporting sentence.*

ANSWER KEY: Laura wanted readers to imagine prairie life. Proof: The books helped people imagine what it was like to live on the prairie.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that Laura wrote books. Add what her writing shows.

POSSIBLE STUDENT QUESTION

How can I make my inference stronger? Connect the action to its purpose.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing an inference with proof. Keep the demand at this level.

RAISE THE THINKING

Ask what Laura's books helped keep alive.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Laura wrote the books only to become famous.** Explain why it is a trap and name the trap.

"The books helped people imagine what it was like to live on the prairie many years ago."

I CAN | I can explain why a tempting answer is not supported by the passage.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · 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 an answer with text evidence."

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

"The answer sounds possible, but the text gives a different reason for the books."

▶ Students name the trap and use the sentence to explain why the answer fails.

ANSWER KEY: Plausible but unsupported. The passage supports helping readers imagine prairie life.

CHECK FOR UNDERSTANDING

Ask students to name the trap and point to the proof.

COMMON MISCONCEPTION

Students may choose it because the passage says Laura became famous. Becoming famous is not the same as writing only to become famous.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It uses a true detail but adds an unsupported reason.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with proof. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another plausible but unsupported answer.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Laura's purpose as a writer? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Laura's purpose as a writer?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a person and prove it with text evidence.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Inferencing

TEKS 3.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · 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.*

“Make your inference, then point to the exact words that prove 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 Laura wrote books and told stories about her life and family.

CHOOSE B. She wanted readers to imagine life on the prairie. Her books helped people imagine life on the prairie. A is a Plausible but unsupported trap. C is a Misreads a detail trap.

SHOW Readers enjoyed learning about Laura and her family. This supports the idea that Laura's books helped readers learn about her life and family.

OWN Laura wanted readers to imagine what life was like on the prairie. Proof: The books helped people imagine what it was like to live on the prairie many years ago.

DEFEND Plausible but unsupported. The passage says the books helped people imagine prairie life, but it does not say Laura wrote only to become famous.

YOUR TURN Answers vary. One example: Laura wanted readers to imagine what life was like on the prairie. Proof: The books helped people imagine what it was like to live on the prairie many years ago.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents.”

What can the reader infer about the person in the selection based on this part of the text?

- A** Laura wanted readers to become famous writers.
- B** Laura wanted readers to learn only about her sisters.
- C** Laura wanted readers to learn about her family life.
- D** Laura wanted readers to forget her family life.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 9 of 36 · Cluster 2 · 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

Choosing a wrong choice because it sounds possible or repeats one detail without checking all the evidence.

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.

The answer is C.

- A Laura wanted readers to become famous writers.**
Plausible but unsupported trap. The passage does not say Laura wanted readers to become famous writers.
- B Laura wanted readers to learn only about her sisters.**
Misreads a detail trap. The books told about Laura, her sisters, and her parents.
- C Laura wanted readers to learn about her family life. Correct.**
Her books told about her life and family, and readers enjoyed learning about them.
- D Laura wanted readers to forget her family life.**
Opposite trap. Her books helped readers learn about her life and family.

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Grade 3 · Cluster 2 · Inference

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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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use an author's word choices as clues.

I can make an inference about Laura from those clues.

I can prove my inference with exact words from the passage.

THIS WEEK'S FOCUS

Inferencing

from “Laura Ingalls Wilder”

Inferring from word choice means using an author's specific words as clues. STAAR asks: **What does the author's word choice in this part of the text suggest about the person? Watch for Word association from the lines, Not in the text, and Opposite.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 2 • Inferencing

TEKS 3.6(F) • Inferencing • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

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 will use an author's word choices as clues for inferences. We will ask what the words suggest about Laura.”

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

“We will notice clues, choose the best inference, show proof, write our own inference, and defend against a word trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 2 . a class or student copy of "Laura Ingalls Wilder" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an author's word choice can suggest an idea without saying it directly.

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 word clues about Laura."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** The person is Laura. Find the clue words.

"Laura helped her family with chores and learned many skills that were important for frontier life."

I CAN | I can notice the author's exact words and use them to infer what Laura was like.

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Grade 3 · Cluster 2 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · 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 word clues about Laura."

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

"The words helped and learned show Laura took action. Important tells us the skills mattered."

▶ *Read the sentence twice. Students circle helped, learned, and important.*

ANSWER KEY: The clue words suggest Laura was hardworking and willing to learn.

CHECK FOR UNDERSTANDING

Ask students which words show Laura took action.

COMMON MISCONCEPTION

Students may choose frontier life because it is a topic phrase, not a clue about Laura's character.

POSSIBLE STUDENT QUESTION

Why do the exact words matter? They give us clues for an idea the author does not state directly.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding word clues. Keep the demand at this level.

RAISE THE THINKING

Ask what these words suggest about how Laura acted at home.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference proved by word choice."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** The person is Laura. Pick the answer the text proves.

"Laura helped her family with chores and learned many skills that were important for frontier life."

A Laura was lazy and avoided helping with family chores • **B** Laura was a girl from a large prairie town • **C** Laura was hardworking and willing to learn new skills

I CAN | I can choose the character idea best supported by the author's exact words.

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Grade 3 · Cluster 2 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · 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 inference proved by word choice."

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

"Look at what Laura did. Then choose the answer that matches both actions."

▶ *Students choose privately, then explain which words support the answer.*

ANSWER KEY: C. Laura was hardworking and willing to learn new skills.

CHECK FOR UNDERSTANDING

Ask students to name one proof word for the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about where Laura lived instead of what her actions suggest.

POSSIBLE STUDENT QUESTION

How do I know an answer is best? It must match the author's words and the question.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how helped and learned work together as clues.

TODAY'S THINKING JOB

SHOW

"I can show how words support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Laura was responsible?** Explain how the words prove it.

"Laura helped her family with chores and learned many skills that were important for frontier life."

I CAN | I can explain how a specific detail proves what the author's word choice suggests.

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Grade 3 · Cluster 2 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · 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 how words support an inference."

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

"Do not just repeat the detail. Explain how the words prove Laura was responsible."

▶ *Have students complete: This suggests Laura was responsible because...*

ANSWER KEY: The phrase helped her family with chores shows Laura did useful work.

CHECK FOR UNDERSTANDING

Ask a student to explain why chores support the inference.

COMMON MISCONCEPTION

Students may say Laura lived on the prairie. That is a fact, not evidence about responsibility.

POSSIBLE STUDENT QUESTION

Can one word prove an inference? Sometimes, but two connected clues make the idea stronger.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof words. Keep the demand at this level.

RAISE THE THINKING

Ask which phrase adds a second clue about Laura.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** Write your inference about Laura and one proof phrase.

"Families had to work hard to build homes and take care of their farms."

I CAN | I can use the author's word choices to write and support my own inference.

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Grade 3 · Cluster 2 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · 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 write my own inference and proof."

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

"Your inference should go beyond the exact words, but your proof must come from the text."

▶ *Students write one character inference and copy one short proof phrase.*

ANSWER KEY: Laura was hardworking and responsible. Proof: helped her family with chores.

CHECK FOR UNDERSTANDING

Ask students to read their inference and proof to a partner.

COMMON MISCONCEPTION

Students may copy a fact without explaining what it suggests about Laura.

POSSIBLE STUDENT QUESTION

What if my inference uses different words? That is fine if the passage proves it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether Laura's actions suggest effort, care, or both.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Laura was important because she learned many skills.** Explain why it is a trap and name the trap.

"Laura helped her family with chores and learned many skills that were important for frontier life."

I CAN | I can name the featured trap and use the passage to disprove a tempting answer.

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Grade 3 · Cluster 2 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · 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 an answer with text evidence."

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

"This trap connects words from the sentence in a way the author did not say."

▶ Students underline the proof and write the trap name with a reason.

ANSWER KEY: Word association from the lines. Important describes the skills, not Laura, so the answer makes an unsupported connection.

CHECK FOR UNDERSTANDING

Ask which word describes the skills instead of Laura.

COMMON MISCONCEPTION

Students may accept the answer because it repeats words from the passage.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It uses words from the lines, but it connects them in the wrong way.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a word trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to change the answer so it matches what the words show.

Make an inference on your own.

Go back to this part of the text. What does the author's word choice in this part of the text suggest about the person? Write your inference about Laura and copy one phrase that proves it.

Go back to the reading.

What does the author's word choice in this part of the text suggest about the person?

Write your inference about Laura. Then copy one phrase that proves it.

I CAN | I can make an inference from word choice and prove it with the passage.

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Grade 3 · Cluster 2 · Inferencing

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · 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.*

“Use the exact words in the passage as clues, then explain what those words suggest.”

▶ *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 Helped and learned show Laura worked and was willing to learn. The word important shows the skills mattered.

CHOOSE C. Laura was hardworking and willing to learn new skills. The words helped and learned show Laura worked and gained useful skills. A is an Opposite trap. B is a Not in the text trap.

SHOW The phrase helped her family with chores shows Laura took care of her duties. The phrase learned many skills shows she worked to help her family.

OWN Laura was responsible and hardworking. Proof: Laura helped her family with chores and learned many skills.

DEFEND Word association from the lines. The word important describes the skills, not Laura. The answer connects important and learned many skills to make an idea the passage does not support.

YOUR TURN Answers vary. One example: Laura was helpful and willing to learn. Proof: helped her family with chores and learned many skills.

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Grade 3 · Cluster 2 · Inferencing

TEKS 3.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“Many people grew their own food and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.”

What does the author's word choice in this part of the text suggest about the person?

- A** Laura was hardworking and willing to learn new skills.
- B** Laura was lazy and avoided helping with family chores.
- C** Laura was a girl from a large prairie town.
- D** Laura was important because she learned many skills.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 10 of 36 · Cluster 2 · Module 2 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats or connects to a word from the excerpt.

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.

INFERENCE

The answer is A.

Laura was hardworking and willing to learn new skills. Correct.

- A** The phrase helped her family with chores shows that Laura worked for her family. The words learned many skills show that she was willing to learn.

B Laura was lazy and avoided helping with family chores.

- B** Opposite trap. The passage says Laura helped her family with chores.

C Laura was a girl from a large prairie town.

- C** Not in the text trap. The passage does not say Laura was from a large town.

D Laura was important because she learned many skills.

- D** Word association from the lines trap. The word important describes the skills, not Laura.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 10 of 36 · Cluster 2 · Module 2 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer what a person values.

I can choose the idea the passage supports best.

I can use exact evidence and avoid trap answers.

THIS WEEK'S FOCUS

Inferencing

from “Carmen Lomas Garza”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about what this person cared about most?** This week we will spot **Overstated from a small detail**, **Not in the text**, and **Too narrow** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 2 • Inferencing

TEKS 3.6(F) • Inferencing • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

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 to infer what a person values. We will use clues from Carmen Lomas Garza's life and artwork.”

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

“Each day we will practice noticing clues, choosing an inference, showing evidence, owning our thinking, and defending against a trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 3 . a class or student copy of "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference about Garza is different from a fact the passage states.

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 clue words about what Garza valued."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about what Garza cared about most?** Find the clue words.

"These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated."

I CAN | I can notice exact words that help me infer what a person cared about most.

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Grade 3 · Cluster 2 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · 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 clue words about what Garza valued."

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

"Look for words that tell what Garza believed was important."

▶ *Read the sentence twice. Students underline important, culture, remembered, and celebrated.*

ANSWER KEY: Garza valued culture and wanted it remembered.

CHECK FOR UNDERSTANDING

Ask a student to point to two clue words.

COMMON MISCONCEPTION

Students may choose simple because it describes the moments. The clue is what Garza believed about them.

POSSIBLE STUDENT QUESTION

Why do remembered and celebrated matter? They show what Garza wanted people to value.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding value clues. Keep the demand at this level.

RAISE THE THINKING

Ask what bigger idea these clue words support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about what Garza cared about most?** Pick the idea the text proves.

"Through her paintings and books, she has helped preserve important cultural stories and share them with new generations."

- A** She cared most about sharing cultural stories • **B** She cared most about using bright colors • **C** She cared most about becoming a famous artist

I CAN | I can choose the best inference about a person's values and avoid traps.

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Grade 3 · Cluster 2 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · 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 an inference the text supports."

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

"The best choice should match the whole idea, not just one small detail."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: A. She cared most about sharing cultural stories.

CHECK FOR UNDERSTANDING

Ask a student which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose bright colors because this part of the text mentions them. That is one art detail, not Garza's bigger value.

POSSIBLE STUDENT QUESTION

How do I know a choice is too small? It explains one detail but not the repeated ideas.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask which other paragraph supports the same value.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Garza cared about preserving traditions?** Explain how it proves the inference.

"By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next."

I CAN | I can explain how exact evidence proves what a person valued.

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Grade 3 · Cluster 2 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · 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 how a detail supports an inference."

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

"The evidence must connect directly to preserving traditions."

▶ *Students circle preserve traditions and passed down. Ask them to explain the connection.*

ANSWER KEY: Her art preserves traditions for future generations.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves Garza valued traditions because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining it. They need to connect the detail to the inference.

POSSIBLE STUDENT QUESTION

Why is this better than a detail about colors? It directly says her paintings preserve traditions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining strong evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if these moments were not painted.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about what Garza cared about most?** Write your inference and one piece of proof.

"She believed it was important for children to see stories that reflected their own experiences and cultures."

I CAN | I can make my own inference about a person's values and support it with exact evidence.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · 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 write an inference and prove it."

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

"Your inference should name a value, and your proof should show why."

▶ *Students write one inference and copy one sentence or phrase that supports it.*

ANSWER KEY: She valued sharing culture with children.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that Garza liked children. The sentence is about children seeing their cultures in stories.

POSSIBLE STUDENT QUESTION

How can I make my answer stronger? Name the value and connect it to the proof.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this value connects to her paintings and books.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer and name its trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Garza cared most about painting bright colors.** Explain why it is a trap and name the trap.

"These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated."

I CAN | I can use evidence to explain why an overstated answer is wrong.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · 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 an answer and name its trap."

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

"Bright colors are one detail, but the passage gives a bigger reason for Garza's art."

▶ *Students write the trap name and use the sentence to disprove the wrong answer.*

ANSWER KEY: Overstated from a small detail. The bigger value is preserving and celebrating culture.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and point to the proof.

COMMON MISCONCEPTION

Students may accept the answer because bright colors appear in the passage. One detail does not prove her biggest value.

POSSIBLE STUDENT QUESTION

Why is this trap overstated? It turns one art detail into her main value.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a better inference about Garza's values.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about what Garza cared about most? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about what Garza cared about most?

Write your inference. Then copy one sentence that proves it.

I CAN | I can infer what Garza valued and prove it with the passage.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · 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.*

“Name the value first. Then prove it with exact words from the passage.”

▶ *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 Garza believed everyday moments were important parts of culture and should be remembered and celebrated.

CHOOSE A. She cared most about sharing cultural stories. The words cultural stories and share them with new generations show that Garza valued sharing culture with others. B is an Overstated from a small detail trap. C is a Not in the text trap.

SHOW The words preserve traditions and passed down show that Garza used art to keep important traditions for future generations.

OWN Garza cared about helping children see their own cultures in stories. Proof: She believed it was important for children to see stories that reflected their own experiences and cultures.

DEFEND Overstated from a small detail. Bright colors are one feature of her artwork, but the sentence shows she cared about remembering and celebrating culture.

YOUR TURN Answers vary. One example: Garza cared about preserving and sharing cultural stories with new generations. Proof: Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also reminding them of the importance of family, community, and tradition.”

What can the reader infer about what Garza cared about most?

- A** Garza cared most about painting bright colors.
- B** Garza cared most about winning major art awards.
- C** Garza cared most about family holidays only.
- D** Garza cared most about cultural traditions.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it names one small detail, adds an idea the passage never states, or limits the value too much.

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.

INFERENCE

The answer is D.

Garza cared most about painting bright colors.

- A** Overstated from a small detail trap. Bright colors are one art detail, but the passage supports a bigger value of preserving culture and traditions.

Garza cared most about winning major art awards.

- B** Not in the text trap. The passage does not say she wanted or won art awards.

Garza cared most about family holidays only.

- C** Too narrow trap. The passage includes family, community, tradition, and cultural stories, not only holidays.

Garza cared most about cultural traditions. Correct.

- D** The excerpt says she preserved cultural stories and reminded people about family, community, and tradition.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · 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 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.

INFERENCE

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by using clues from the passage.

I can support my inference with two details from the text.

I can check for trap answers that sound true but do not support the inference.

THIS WEEK'S FOCUS

Inferencing

from “Carmen Lomas Garza”

This week's focus is **Supporting an inference with two details**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **Which two details best support the inference that the person worked hard to reach a goal?** This week we will watch for **True detail**, **not support**, **Not in the text**, and **Misreads a detail traps**.

This deck teaches **making inferences 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 to make inferences about Carmen Lomas Garza and support them with two details from the passage.”

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

“We will practice finding effort clues, choosing the best inference, and defending our answers against the True detail, not support trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 4 . a class or student copy of "Carmen Lomas Garza" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a detail can be true but still fail to support an inference.

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 a clue about hard work."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which two details best support the inference that Carmen worked hard to become a successful artist?** Find the clue words.

"She spent years practicing and improving her skills."

I CAN | I can notice exact words that support an inference about a person's effort.

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Grade 3 · Cluster 2 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · 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 a clue about hard work."

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

"The words years, practicing, and improving show steady effort over time."

▶ *Read the sentence twice. Students underline years practicing and improving.*

ANSWER KEY: Years practicing and improving show hard work.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show effort.

COMMON MISCONCEPTION

Students may choose artist because it names her job. The clue must show how she reached her goal.

POSSIBLE STUDENT QUESTION

Why does years matter? It shows Carmen worked for a long time.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding effort clues. Keep the demand at this level.

RAISE THE THINKING

Ask what goal Carmen may have reached.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Carmen as an artist?** Pick the answer the text proves.

"Becoming a successful artist required dedication, patience, and hard work."

- A** She painted scenes from family life and traditions • **B** She worked hard to become a successful artist • **C** She painted only famous people and events

I CAN | I can choose an inference and connect it to words that show effort.

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Grade 3 · Cluster 2 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · 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 an inference the text proves."

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

"Look for the choice that matches dedication, patience, and hard work."

- ▶ *Students choose privately, then explain which proof words helped them.*

ANSWER KEY: B. She worked hard to become a successful artist.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words.

COMMON MISCONCEPTION

Students may choose a detail about her paintings instead of an inference about Carmen.

POSSIBLE STUDENT QUESTION

How do I know my answer is supported? The words dedication, patience, and hard work support it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask which choice would be a True detail, not support trap.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Carmen kept working to improve?** Explain how it proves the inference.

"As she grew older, she continued practicing and developing her artistic skills."

I CAN | I can explain how a detail proves that a person worked toward a goal.

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Grade 3 · Cluster 2 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · 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 how a detail supports an inference."

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

"The detail proves effort because she did not stop practicing."

▶ *Students underline continued practicing and developing her artistic skills, then finish: This proves effort because...*

ANSWER KEY: She continued practicing and developing her artistic skills.

CHECK FOR UNDERSTANDING

Ask a student to explain why continued matters.

COMMON MISCONCEPTION

Students may repeat the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is practicing strong evidence?
Practice helps a person improve skills.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Carmen stopped practicing.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Carmen's path to becoming a successful artist?** Write your inference and two details from the text.

"Like many artists, she experimented with different ideas before developing her own style."

I CAN | I can write an inference and support it with two details from the passage.

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Grade 3 · Cluster 2 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · 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 make an inference and prove it."

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

"Your inference should go one step beyond the words. Then use two details as proof."

▶ *Students write an inference and copy two supporting details on the OWN row.*

ANSWER KEY: She worked patiently to develop her art, using practice and new ideas.

CHECK FOR UNDERSTANDING

Ask students to circle the two details they used.

COMMON MISCONCEPTION

Students may write that she painted family scenes. That is true, but it does not show how she worked toward success.

POSSIBLE STUDENT QUESTION

Can my inference be short? Yes, if two details clearly support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how practice and experimenting work together.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Carmen painted family scenes.** Explain why it is a trap and name the trap.

"She spent years practicing and improving her skills."

I CAN | I can explain why a true detail does not support the inference being asked about.

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Grade 3 · Cluster 2 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · 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 against a trap."

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

"This answer is true, but it does not prove that Carmen worked hard to reach a goal."

▶ *Students name the trap and use the sentence to explain what detail better supports the inference.*

ANSWER KEY: True detail, not support. Painting family scenes does not show her effort.

CHECK FOR UNDERSTANDING

Ask which words show the needed support.

COMMON MISCONCEPTION

Students may choose the answer because it appears in the passage. A true detail can still be the wrong support.

POSSIBLE STUDENT QUESTION

Why is a true answer wrong here? It does not answer the inference about working hard.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a true detail trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another true detail that would not support this inference.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Carmen's dedication? Write your inference. Then copy two details that prove it.

Go back to the reading.

What can the reader infer about Carmen's dedication?

Write your inference. Then copy two details that prove it.

I CAN | I can make an inference and support it with two details from the text.

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Grade 3 · Cluster 2 · Inferencing

TEKS 3.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · 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.*

“Make your inference, then find two exact details that prove 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 **Years practicing and improving.** These words show Carmen kept working to become a successful artist.

CHOOSE **B.** She worked hard to become a successful artist. The passage says success required dedication, patience, and hard work. A is a True detail, not support trap. C is a Misreads a detail trap.

SHOW **Continued practicing and developing her skills shows that Carmen kept working to improve as she grew older.**

OWN **Carmen worked patiently to develop as an artist.** She spent years practicing and improving her skills, and she experimented with different ideas before developing her own style.

DEFEND **True detail, not support.** Carmen did paint family scenes, but this sentence shows the hard work she used to improve her skills.

YOUR TURN **Answers vary.** One example: Carmen was dedicated to becoming a strong artist. Proof: She spent years practicing and improving her skills. She experimented with different ideas before developing her own style.

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“As Carmen continued her education, she studied art and learned new techniques. She spent years practicing and improving her skills.”

Which two details best support the inference that the person worked hard to reach a goal?

- A** She studied new techniques and practiced for years.
- B** She painted family scenes and community celebrations.
- C** She won many awards and taught art classes at school.
- D** She studied new techniques but stopped practicing.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 12 of 36 · Cluster 2 · Module 4 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the family scenes and community celebrations choice because it is a true detail, even though it does not support the inference about hard work.

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.

INFERENCE

The answer is A.

- A She studied new techniques and practiced for years. Correct.**
Studying new techniques and practicing for years show that Carmen worked steadily to improve as an artist.
- B She painted family scenes and community celebrations.**
True detail, not support trap. This tells what Carmen painted, not how she worked toward a goal.
- C She won many awards and taught art classes at school.**
Not in the text trap. The passage does not say that Carmen won awards or taught art classes.
- D She studied new techniques but stopped practicing.**
Misreads a detail trap. The passage says Carmen spent years practicing, not that she stopped practicing.

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Grade 3 · Cluster 2 · Inference

TEKS 3.6(F) · Inference · Week 12 of 36 · Cluster 2 · Module 4 · 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 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.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a speaker's feeling from clues in a poem.

I can connect the speaker's words to a feeling.

I can prove my inference with exact words from the poem.

THIS WEEK'S FOCUS

Inferencing

from “Why We Need Laws”

Inferring a speaker's feeling: An **inference** is an idea the poem suggests but does not say directly. STAAR asks: **What do lines 1 and 2 suggest about how the speaker feels?** Watch for traps such as **Word association from the lines**, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 3 • Inferencing

TEKS 3.6(F) • Inferencing • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

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 to infer a speaker's feeling from clues in a poem.”

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

“We will notice feeling words, choose the best inference, show proof, write our own inference, and defend against traps.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how a clue can prove a feeling the speaker does not name.

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 words that show a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker feels?** Find the clue words.

"Voices grew loud like clashing, noisy rings."

I CAN | I can notice clue words and connect them to the speaker's feeling.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inference · Monday

TEKS 3.6(F) · Inference · Week 13 of 36 · Cluster 3 · 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 words that show a feeling."

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

"Listen for words that show what the speaker thinks about the arguing."

▶ *Read the sentence twice. Students underline loud, clashing, and noisy.*

ANSWER KEY: The clue words make the arguing sound serious.

CHECK FOR UNDERSTANDING

Ask which word makes the conflict sound serious.

COMMON MISCONCEPTION

Students may name a feeling without using clue words.

POSSIBLE STUDENT QUESTION

How do the words show a feeling?
They make the arguing sound loud and troubling.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding feeling clues. Keep the demand at this level.

RAISE THE THINKING

Ask what feeling these words create in your mind.

TODAY'S THINKING JOB

CHOOSE

"I can choose the feeling the clues support."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker feels?** Pick the answer the lines support.

"Voices grew loud like clashing, noisy rings."

- A** The speaker feels worried when loud voices clash. • **B** The speaker feels excited when loud voices clash. • **C** The speaker feels proud of the town's rules.

I CAN | I can choose the speaker's feeling and avoid choices the text does not prove.

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Grade 3 · Cluster 3 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · 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 feeling the clues support."

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

"The best answer matches the whole idea, not just one word."

▶ Students choose privately, then explain which clue supports their choice.

ANSWER KEY: A. The speaker feels worried when loud voices clash.

CHECK FOR UNDERSTANDING

Ask a student to point to two proof words.

COMMON MISCONCEPTION

Students may choose excited because the voices grew loud. The lines describe conflict, not fun.

POSSIBLE STUDENT QUESTION

Why is worried better than excited? Arguing and clashing sound troubling.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported feeling. Keep the demand at this level.

RAISE THE THINKING

Ask which word most strongly supports the answer.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that the speaker feels worried?** Explain how it proves the feeling.

"Disagreements spread like storms across the town,"

I CAN | I can explain how the speaker's words support an inference about a feeling.

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Grade 3 · Cluster 3 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · 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 how a detail proves a feeling."

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

"Good evidence does more than repeat the line. It explains how the words show the feeling."

▶ *Students circle storms. Ask them to finish, This shows worry because...*

ANSWER KEY: The storm comparison makes the disagreements sound serious and worrying.

CHECK FOR UNDERSTANDING

Ask a student to explain why storms support the inference.

COMMON MISCONCEPTION

Students may copy the detail without explaining its connection to worry.

POSSIBLE STUDENT QUESTION

Why does the storm comparison matter? Storms suggest trouble spreading.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining feeling evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the poem used calm instead of storms.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on lines 3 through 8, how does the speaker feel about life without clear rules?** Write an inference and one piece of proof.

"Many small problems quickly grew to one."

I CAN | I can infer a feeling and support it with exact words from the poem.

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Grade 3 · Cluster 3 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · 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 write an inference and prove it."

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

"Your inference should name a feeling. Your proof should show why the speaker has that feeling."

▶ *Students write a feeling and copy one proof phrase from the sentence.*

ANSWER KEY: The speaker feels concerned because "Many small problems quickly grew to one."

CHECK FOR UNDERSTANDING

Ask students to read their feeling and proof to a partner.

COMMON MISCONCEPTION

Students may write that rules are needed without naming the speaker's feeling.

POSSIBLE STUDENT QUESTION

Can my inference use a feeling word? Yes, such as worried or concerned.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether the speaker sounds hopeful yet. Explain why.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker feels excited because the voices are loud.** Explain why it is a trap and name the trap.

"Voices grew loud like clashing, noisy rings."

I CAN | I can use the lines to explain why a word trap is wrong.

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Grade 3 · Cluster 3 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · 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 against a trap."

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

"This trap grabs one word and ignores the meaning of the whole line."

▶ Students name the trap and use two words from the lines to disprove the answer.

ANSWER KEY: Word association from the lines. Loud does not mean excited here.

CHECK FOR UNDERSTANDING

Ask which words besides loud disprove the answer.

COMMON MISCONCEPTION

Students may accept excited because loud can describe a celebration.

POSSIBLE STUDENT QUESTION

How can loud mean worry? The nearby words show that the loud voices are clashing.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a word trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another wrong feeling based on one word.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about why people wrote fair rules? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about why people wrote fair rules?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the poem.

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · 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.*

“Name the speaker's feeling, then prove it with exact words from the poem.”

▶ *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 The words loud, clashing, and noisy make the voices sound troubling, so the speaker feels worried.

CHOOSE A. The speaker feels worried when loud voices clash. The words loud, clashing, and noisy make the conflict sound troubling. B is a Word association from the lines trap. C is a Not in the text trap.

SHOW The words spread like storms make the disagreements sound large and serious, so the speaker feels worried.

OWN The speaker feels concerned about life without clear rules. The poem says, "Many small problems quickly grew to one." This shows that problems became bigger.

DEFEND Word association from the lines. The word loud may suggest excitement, but clashing and noisy show conflict and worry.

YOUR TURN Answers vary. One example: People wrote fair rules because arguments and unfairness were causing problems. Proof: "And fairness often seemed to tumble down."

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Long ago people argued over land and things, Voices grew loud like clashing, noisy rings. Without clear rules to guide what should be done, Many small problems quickly grew to one.”

What do lines 1 and 2 suggest about how the speaker feels?

- A** The speaker feels excited when loud voices clash.
- B** The speaker feels worried when loud voices clash.
- C** The speaker feels calm when loud voices clash.
- D** The speaker feels proud of the town's fair rules.

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Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 13 of 36 · Cluster 3 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the excited answer because the word loud appears in the excerpt.

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.

The answer is B.

- A The speaker feels excited when loud voices clash.**
Word association from the lines trap. It treats loud as exciting instead of noticing that clashing voices show conflict.
- B The speaker feels worried when loud voices clash. Correct.**
Argued, loud, clashing, and noisy show conflict, so the speaker feels worried.
- C The speaker feels calm when loud voices clash.**
Opposite trap. The lines describe loud, clashing voices, not calm ones.
- D The speaker feels proud of the town's fair rules.**
Not in the text trap. Lines 1 and 2 do not mention rules or pride.

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · 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 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.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in a poem.

I can use the poem's words to support my thinking.

I can check choices for answers the poem does not prove.

THIS WEEK'S FOCUS

Inferencing

from “Why We Need Laws”

An **inference** is an idea the poem does not say directly, but its clues support. STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Watch for traps such as **Not in the text**, **True but not the answer**, and **Goes beyond the text**.

This deck teaches **making inferences 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 will make inferences from a poem. An inference is an idea the poem proves without saying it directly.”

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

“We will notice clues, choose the best inference, show evidence, write our own inference, and defend against a trap.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain the difference between a line the poem states and an inference the poem supports.

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 clue words about rules."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Find the clue words.

"Without clear rules to guide what should be done,"

I CAN | I can notice exact poem words that support an inference.

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Grade 3 · Cluster 3 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · 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 clue words about rules."

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

"Look at what happens when rules are missing. The problem grows bigger."

▶ *Read the lines twice. Students underline without clear rules and grew.*

ANSWER KEY: Rules can keep small problems from growing.

CHECK FOR UNDERSTANDING

Ask students to point to the clue words.

COMMON MISCONCEPTION

Students may choose a line about laws helping. This clue shows why rules are needed.

POSSIBLE STUDENT QUESTION

Why are these clues important? They show what can happen without rules.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what bigger idea these clues support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Pick the answer the poem proves.

"Some took more food while others had too little,"

A Rules make every person feel happy. • **B** Rules help only the strongest voices. • **C** Rules help people treat others fairly.

I CAN | I can choose the best inference and connect it to proof words.

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Grade 3 • Cluster 3 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 14 of 36 • Cluster 3 • Module 2 • 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 an inference the poem proves."

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

"The poem shows unfair results when some people have more power."

▶ *Students choose an answer and explain which words support it.*

ANSWER KEY: C. Rules help people treat others fairly.

CHECK FOR UNDERSTANDING

Ask students which words show unfairness.

COMMON MISCONCEPTION

Students may choose that everyone received equal food. The poem says some had too little.

POSSIBLE STUDENT QUESTION

How do I know an answer is supported? I can point to words that prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this problem connects to fair rules.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that rules help people live peacefully?** Explain how it proves the inference.

"And solve their problems before fights had begun."

I CAN | I can explain how the poem's detail proves an idea.

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Grade 3 · Cluster 3 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · 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 how a detail supports an inference."

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

"Evidence must prove the idea in the question. Tell how the detail connects."

▶ *Students circle solve their problems before fights had begun. Then they explain the connection.*

ANSWER KEY: Rules can help people solve problems before they fight.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves peaceful living because...

COMMON MISCONCEPTION

Students may copy the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is before fights important? It shows problems are solved before fighting starts.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if people did not solve problems early.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Write your inference and one piece of proof.

"They helped bring order year after year."

I CAN | I can write an inference and support it with exact poem evidence.

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Grade 3 · Cluster 3 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · 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 make my own inference and prove it."

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

"The poem gives a balanced idea. Rules do not fix everything, but they still help."

▶ *Students write one inference and copy the proof sentence on the OWN row.*

ANSWER KEY: Rules bring order even when they do not remove every fear.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof.

COMMON MISCONCEPTION

Students may say rules remove every fear. The poem says they cannot remove each single fear.

POSSIBLE STUDENT QUESTION

Can an inference include two ideas? Yes, if both ideas are supported by the poem.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how order helps a town over time.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Laws remove every fear from the town.** Explain why it is a trap and name the trap.

"Though rules could not remove each single fear,"

I CAN | I can use the poem to explain why a tempting answer is unsupported.

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Grade 3 · Cluster 3 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · 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 against a trap."

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

"This answer sounds powerful, but it goes farther than the poem allows."

▶ *Students underline could not remove each single fear and name the trap.*

ANSWER KEY: Goes beyond the text. Rules cannot remove every fear.

CHECK FOR UNDERSTANDING

Ask students to read the words that show the answer is wrong.

COMMON MISCONCEPTION

Students may choose the answer because laws help the town. Helping is not the same as removing every fear.

POSSIBLE STUDENT QUESTION

What makes this trap go beyond the text? It changes help into a promise to remove every fear.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a smaller claim the poem does support.

Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about why rules matter, based on the poem? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about why rules matter?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about rules and support it with poem evidence.

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Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · 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.*

“Make your inference first. Then copy the exact poem words that prove 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 Without clear rules, small problems can grow bigger. This shows that rules can help keep problems from growing.

CHOOSE C. Rules help people treat others fairly. The poem says rules helped neighbors settle what was fair and gave each person rights that all could share. A is a Goes beyond the text trap. B is an Opposite trap.

SHOW The words solve their problems before fights had begun show that people can fix problems before fighting.

OWN Rules matter because they bring order over time, even though they do not remove every fear. Proof: They helped bring order year after year.

DEFEND Goes beyond the text. The poem says rules could not remove each single fear, so the answer promises more than the poem supports.

YOUR TURN Answers vary. One example: Rules help communities stay fair and orderly. Proof: The rules helped neighbors settle what was fair,

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“So people gathered, searching for a way, To write fair rules that everyone would obey. With laws to guide what people say and do, Communities could grow more safe and true.”

What can the reader infer about why rules matter, based on the excerpt?

A Rules make every single problem disappear forever.

B Rules are created only for loud people.

C Rules guide what people say and do.

D Rules help communities become safer and fairer.

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Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a word or idea from the excerpt without answering the question.

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.

The answer is D.

Rules make every single problem disappear forever.

- A** Goes beyond the text trap. The excerpt says rules help communities, but it does not say every problem disappears forever.

Rules are created only for loud people.

- B** Opposite trap. The poem says everyone would obey and describes the rules as fair.

Rules guide what people say and do.

- C** True but not the answer trap. The excerpt says laws guide what people say and do, but the question asks why rules matter overall.

Rules help communities become safer and fairer. Correct.

- D** The poem says people wrote fair rules, and laws helped communities grow more safe and true.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · 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 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use stage directions as clues about what characters think or feel.

I can make an inference by combining a clue with what I know.

I can check that my answer is supported by the passage.

THIS WEEK'S FOCUS

Inferencing

from “The Lunchroom Discoveries”

An **inference** is an idea the author shows through clues instead of saying directly. STAAR asks: **What do the stage directions in line 12 suggest about the characters?** Watch for traps such as **Misreads a detail**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences 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 to make inferences from stage directions. A stage direction shows what a character does, and that action can give us a clue.”

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

“We will use the clue, nearby dialogue, and exact evidence to answer STAAR-style questions. We will also defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 3 . a class or student copy of "The Lunchroom Discoveries" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a stage direction can show an idea without saying it directly.

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 a stage direction clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do the stage directions in line 12 suggest about the characters?** Find the clue words.

"[Jordan points to the milk carton on the table.]"

I CAN | I can notice exact stage direction words that support an inference.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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 a stage direction clue."

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

"Stage directions show what characters do. Jordan points to the milk carton while discussing Pasteur."

▶ *Read the stage direction twice. Students underline points to and milk carton.*

ANSWER KEY: Jordan points to the milk carton.

CHECK FOR UNDERSTANDING

Ask students what object Jordan points to.

COMMON MISCONCEPTION

Students may choose the word table alone. The important clue is what Jordan does and what he points to.

POSSIBLE STUDENT QUESTION

Why does the milk carton matter? It connects the science idea to something the students are using.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the stage direction clue. Keep the demand at this level.

RAISE THE THINKING

Ask what Jordan may be thinking about when he points to the carton.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do the stage directions in line 12 suggest about the characters?** Pick the answer the passage proves.

"[Jordan points to the milk carton on the table.]"

A Jordan decides to avoid the milk today • **B** Jordan connects the milk to Pasteur's discovery • **C** Jordan ignores the milk while discussing science

I CAN | I can choose the inference that best matches the stage direction and dialogue.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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 an inference the text supports."

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

"Jordan points to the milk carton and then talks about pasteurized milk. Put those clues together."

▶ Students choose an answer, then point to the stage direction and dialogue that support it.

ANSWER KEY: B. Jordan connects the milk to Pasteur's discovery.

CHECK FOR UNDERSTANDING

Ask which words show Jordan is thinking about the milk.

COMMON MISCONCEPTION

Students may choose that Jordan is hungry because he is at lunch. That detail does not answer the question.

POSSIBLE STUDENT QUESTION

How do I choose between two possible ideas? Pick the idea best supported by the clue and nearby words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Jordan might notice about other items in his lunch.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Jordan understands the milk is safer?** Explain how it proves the inference.

"JORDAN: So the milk we're drinking is safer because of his discovery."

I CAN | I can explain how exact words from the passage support an inference.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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 how a detail proves an inference."

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

"The best evidence explains the inference. Look for the words safer because of his discovery."

▶ *Have students underline safer and because of his discovery, then finish a because sentence.*

ANSWER KEY: Safer because of his discovery shows Jordan understands the milk is safer.

CHECK FOR UNDERSTANDING

Ask students to explain what because of his discovery proves.

COMMON MISCONCEPTION

Students may copy the detail without explaining it. Add how the words prove the inference.

POSSIBLE STUDENT QUESTION

Why is the word because helpful? It shows the reason Jordan gives for the milk being safer.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask how this idea connects to the stage direction.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the characters most likely realize about science?** Write an inference and one piece of proof.

"NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day."

I CAN | I can make my own inference and support it with exact passage evidence.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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 write an inference and prove it."

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

"An inference goes beyond one detail, but every part must be supported by the text."

▶ *Students write an inference and copy a proof sentence from the passage.*

ANSWER KEY: Old discoveries still help people today.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the inference.

COMMON MISCONCEPTION

Students may write that all science is easy. The passage does not support that idea.

POSSIBLE STUDENT QUESTION

How do I know my inference is not too broad? Make sure the passage supports every part of it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect this idea to another discovery mentioned in the passage.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jordan points to the milk because he wants more milk.** Explain why it is a trap and name the trap.

"[Jordan points to the milk carton on the table.]"

I CAN | I can name a trap and use the passage to explain why it fails.

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Grade 3 · Cluster 3 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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 an answer with text evidence."

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

"This answer uses a real action but adds a reason the text does not give."

▶ Students name the trap and explain what Jordan says after pointing.

ANSWER KEY: Misreads a detail. The passage shows a science connection, not a request for more milk.

CHECK FOR UNDERSTANDING

Ask which later words show why Jordan points to the carton.

COMMON MISCONCEPTION

Students may accept the answer because Jordan is near milk. Being near a detail does not prove the reason.

POSSIBLE STUDENT QUESTION

Why is this a Misreads a detail trap? It changes the meaning of Jordan's action.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create a True but not the answer choice about Jordan.

Make an inference on your own.

Go back to the passage. Answer: What can the reader conclude about the students' thinking? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader conclude about the students' thinking?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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.*

“Write the inference first. Then copy the exact words that prove 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 Points to the milk carton. Jordan connects the milk to the science topic.

CHOOSE B. Jordan connects the milk to Pasteur's discovery. He points to the milk carton and connects it to pasteurization. A is a Not in the text trap. C is an Opposite trap.

SHOW The words safer because of his discovery show that Jordan understands Pasteur's work protects people who drink milk.

OWN The characters realize that old discoveries can still help people today. The narrator says the breakthrough still helps protect people every day.

DEFEND Misreads a detail. The stage direction says Jordan points to the milk carton, but it does not say he wants more milk. His next words connect milk to pasteurization.

YOUR TURN Answers vary. One example: The students are beginning to notice how science affects daily life. Proof: We use some of their discoveries all the time without even noticing.

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

What do the stage directions in line 12 suggest about the characters?

- A** Jordan asks for another carton of milk.
- B** Jordan ignores the science lesson.
- C** Jordan connects the milk to Pasteur's discovery.
- D** Jordan chooses a lunch drink for Nina.

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Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · 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

Choosing a wrong choice because it uses the real detail that Jordan points to the milk carton.

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.

The answer is C.

- A Jordan asks for another carton of milk.**
Misreads a detail trap. Jordan points to the carton, but he asks about pasteurization, not for more milk.
- B Jordan ignores the science lesson.**
Opposite trap. Jordan connects the milk to the science lesson instead of ignoring it.
- C Jordan connects the milk to Pasteur's discovery. Correct.**
Jordan points to the milk carton, then asks about why milk is pasteurized.
- D Jordan chooses a lunch drink for Nina.**
Not in the text trap. The passage does not say Jordan is choosing a drink for Nina.

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · 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.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in a character's words.

I can use the text to explain what a character likely thinks or feels.

I can check each answer so I do not overstate one small detail.

THIS WEEK'S FOCUS

Inferencing

from “The Lunchroom Discoveries”

This week: **Inferring from a line of dialogue**. An **inference** is an idea the text suggests, even when the author does not say it directly. STAAR asks: **What does this line suggest about the character?** We will watch for **Overstated from a small detail**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Inferencing

TEKS 3.6(F) • Inferencing • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

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 will make inferences from a character's dialogue. We will use the character's words as clues.”

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

“We will practice the STAAR question, What does this line suggest about the character? We will also watch for answers that overstate one small detail.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 4 . a class or student copy of “The Lunchroom Discoveries” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a character's words can be evidence of thinking.

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 clue words in dialogue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does this line suggest about the character?** Find the clue words.

"JORDAN: I never thought about how many things scientists have helped improve."

I CAN | I can notice words that suggest what a character is beginning to understand.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · 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 clue words in dialogue."

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

"Jordan says he never thought about this before. Those words show a new idea for him."

▶ Read the line twice. Students underline *never thought about* and *how many things scientists have helped improve*.

ANSWER KEY: Jordan is beginning to notice how much science helps people.

CHECK FOR UNDERSTANDING

Ask which words show that Jordan is thinking in a new way.

COMMON MISCONCEPTION

Students may focus only on scientists and miss what Jordan is realizing.

POSSIBLE STUDENT QUESTION

How do I know this is an inference? The line suggests a new understanding, but does not state it directly.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what Jordan may think differently about now.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the dialogue supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does this line suggest about Jordan?** Pick the answer the text proves.

"JORDAN: So the milk we're drinking is safer because of his discovery."

A He thinks science makes every part of life safe • **B** He wants to stop learning about science and discoveries • **C** He notices that science helps make daily life safer

I CAN | I can choose the character idea best supported by the dialogue and avoid traps.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 16 of 36 • Cluster 3 • Module 4 • 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 inference the dialogue supports."

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

"Look at what Jordan says about safer milk. Then connect it to what he realizes later."

▶ Students choose an answer and point to the words that support it.

ANSWER KEY: C. He notices that science helps make daily life safer.

CHECK FOR UNDERSTANDING

Ask which words show that Jordan understands Pasteur's impact.

COMMON MISCONCEPTION

Students may stretch one safer-milk example into every part of life being safe. The line supports a smaller idea.

POSSIBLE STUDENT QUESTION

What makes an answer too strong? It claims more than the dialogue proves.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Jordan's thinking changes during the conversation.

TODAY'S THINKING JOB

SHOW

"I can show the detail that supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Jordan is becoming more aware of science's impact?** Explain how it proves it.

"NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day."

I CAN | I can explain how a detail proves what a character is beginning to understand.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · 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 the detail that supports an inference."

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

"The best evidence connects Jordan's thinking to how people are helped each day. Tell how the detail proves the inference."

▶ *Students copy the key detail and finish: This shows Jordan because...*

ANSWER KEY: The discovery still protects people every day, so Jordan sees its present effect.

CHECK FOR UNDERSTANDING

Ask students to explain how the words every day show the discovery still helps people.

COMMON MISCONCEPTION

Students may copy a true detail without explaining its connection to Jordan.

POSSIBLE STUDENT QUESTION

Why do I need to explain the evidence? The explanation shows how the detail supports the inference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the proof. Keep the demand at this level.

RAISE THE THINKING

Ask which later line shows Jordan keeps thinking about this idea.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does Jordan's line suggest about his thinking?** Write an inference and one piece of proof.

"JORDAN: I never realized how many things started with someone trying to solve a problem."

I CAN | I can explain what Jordan is beginning to understand and support it with dialogue.

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Grade 3 · Cluster 3 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · 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 write an inference and prove it."

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

"Write what Jordan is starting to understand. Then use his exact words as proof."

▶ *Students write one inference and copy one supporting sentence or phrase.*

ANSWER KEY: Jordan realizes that problem-solving leads to useful discoveries.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that Jordan solved a problem. The line is about what he realizes, not what he did.

POSSIBLE STUDENT QUESTION

Can my inference use words not in the line? Yes, if the text clearly supports the idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this idea connects to Pasteur's work.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against an inference trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jordan thinks science improves every part of people's lives.** Explain why it is a trap and name the trap.

"JORDAN: I never thought about how many things scientists have helped improve."

I CAN | I can explain why an answer overstates what one small detail proves.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · 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 against an inference trap."

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

"The trap stretches Jordan's small realization into a huge claim. Check exactly what he says."

▶ Students name the trap and write the smaller idea the dialogue supports.

ANSWER KEY: Overstated from a small detail. Jordan notices scientists' impact, not that science improves everything.

CHECK FOR UNDERSTANDING

Ask which word makes the wrong answer too strong.

COMMON MISCONCEPTION

Students may accept every because the passage says many things. Many does not mean every.

POSSIBLE STUDENT QUESTION

Why is every a warning word? It makes a claim bigger than the evidence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving an inference is too strong. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so the text supports it.

Make an inference on your own.

Go back to the reading. Answer: What does Jordan's line suggest about his thinking? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does Jordan's line suggest about his thinking?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a character and prove it with the text.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 16 of 36 · Cluster 3 · Module 4 · 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.*

“Make your inference, then prove it with the character's exact words.”

▶ *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 "never thought about" and "how many things scientists have helped improve." Jordan is starting to notice how much science helps people.

CHOOSE C. He notices that science helps make daily life safer. Jordan connects Pasteur's scientific discovery to safer milk, showing he is noticing science's effect on daily life. A is an Overstated from a small detail trap. B is an Opposite trap.

SHOW This detail shows that Jordan is connecting an old discovery to protection people receive every day. It supports the inference that Jordan is noticing science affects daily life.

OWN Jordan is beginning to understand that many useful things come from solving problems. Proof: he says he never realized how many things started with someone trying to solve a problem.

DEFEND Overstated from a small detail. Jordan notices that scientists have helped improve many things, but the passage does not say science improves every part of people's lives.

YOUR TURN Answers vary. One example: Jordan is becoming more aware of how science helps people. Proof: We use some of their discoveries all the time without even noticing.

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“JORDAN: I never thought about how many things scientists have helped improve.”

Read line 18. What does this line suggest about Jordan?

- A** Jordan thinks science improves every part of people's lives.
- B** Jordan wants to stop learning about science and discoveries.
- C** Jordan thinks Pasteur's discovery made people sick by spreading germs.
- D** Jordan is beginning to notice that science affects daily life.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Inference

TEKS 3.6(F) · Inference · Week 16 of 36 · Cluster 3 · Module 4 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the overstated answer because Jordan talks about many things and the answer changes many to every.

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.

The answer is D.

Jordan thinks science improves every part of people's lives.

- A** Overstated from a small detail trap. Jordan notices that scientists have helped improve many things, but the line does not prove that science improves every part of people's lives.

Jordan wants to stop learning about science and discoveries.

- B** Opposite trap. Jordan keeps asking questions and noticing how discoveries help people.

Jordan thinks Pasteur's discovery made people sick by spreading germs.

- C** Misreads a detail trap. The passage says germs in food and milk made people sick, while Pasteur's discovery helped make milk safer.

Jordan is beginning to notice that science affects daily life. Correct.

- D** Jordan says he never thought about how many things scientists have helped improve, showing a new awareness.

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Grade 3 · Cluster 3 · Inferencing

TEKS 3.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · 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 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.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use science details to make an inference about electricity.

I can connect what the text says to what it means.

I can check each answer against the exact evidence in the passage.

THIS WEEK'S FOCUS

Inferencing

from “Benjamin Franklin and Electricity”

An **inference** is an idea the author does not say directly, but the details support. STAAR asks: **What can the reader infer about electricity from this part of the text?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization**, too broad.

This deck teaches **making inferences 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 to make inferences from science details about Benjamin Franklin and electricity. An inference is an idea the text supports without saying it directly.”

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

“Each day we will find a clue, choose the best inference, explain the evidence, and defend against trap answers that stretch the text.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how a clue about metal helps readers infer what electricity can do.

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 science clues about electricity."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about electricity from this part of the text?** Find the clue words.

"Through experiments, he learned that metal could conduct electricity."

I CAN | I can notice exact words that help me infer how electricity behaves.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · 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 science clues about electricity."

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

"Conduct means carry or let something move through. The word metal is an important clue."

▶ *Read the sentence twice. Students underline metal and conduct electricity.*

ANSWER KEY: Metal can carry electricity.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show what metal can do.

COMMON MISCONCEPTION

Students may say metal creates electricity. The sentence says metal can conduct it.

POSSIBLE STUDENT QUESTION

What does conduct mean here? It means carry or let electricity move.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the science clue. Keep the demand at this level.

RAISE THE THINKING

Ask what this clue helps us predict about the lightning rod.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about electricity from this part of the text?** Pick the answer the text proves.

"When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

- A** Electricity can travel safely through a wire. • **B** Electricity can heat a building safely. • **C** Electricity disappears when lightning strikes.

I CAN | I can choose the inference about electricity that matches the science details.

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Grade 3 · Cluster 4 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · 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 inference the text supports."

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

"Look at where the electricity travels. Then choose the idea those words support."

▶ *Students choose privately, then explain which proof words helped them.*

ANSWER KEY: A. Electricity can travel safely through a wire.

CHECK FOR UNDERSTANDING

Ask a student to name the words that prove the correct inference.

COMMON MISCONCEPTION

Students may choose that electricity disappears. The sentence says it travels through the wire.

POSSIBLE STUDENT QUESTION

How do I know the answer is supported? The text tells where the electricity travels.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the wire changes what happens to the building.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that electricity can be guided safely?** Explain how it proves the inference.

"He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground."

I CAN | I can explain how the lightning rod detail proves what electricity can do.

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Grade 3 · Cluster 4 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · 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 how a detail supports an inference."

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

"Evidence must do more than mention electricity. It must explain how the idea is proved."

▶ *Students underline connects and wire running into the ground, then explain the connection.*

ANSWER KEY: The rod connects to a wire, so electricity has a safe path.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves electricity can be guided because...

COMMON MISCONCEPTION

Students may copy the detail without explaining it. Ask how the detail supports the inference.

POSSIBLE STUDENT QUESTION

Why is the wire important? It gives the electricity a path into the ground.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask why a metal rod and wire work together.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Franklin as a scientist?** Write your inference and one piece of proof.

"Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."

I CAN | I can write an inference about Franklin and support it with exact text evidence.

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Grade 3 · Cluster 4 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · 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 make an inference and prove it."

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

"Your inference should go one step beyond the sentence, but every part must have proof."

▶ *Students write an inference about Franklin and copy one supporting sentence or phrase.*

ANSWER KEY: Franklin was curious and solved problems with science.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to its proof.

COMMON MISCONCEPTION

Students may write that Franklin already understood everything. The text says he studied and wondered.

POSSIBLE STUDENT QUESTION

How can I keep my inference from going too far? Use only ideas the details support.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Franklin's question led to his invention.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Electricity can travel safely through any material.** Explain why it is a trap and name the trap.

"Through experiments, he learned that metal could conduct electricity."

I CAN | I can use precise science evidence to explain why an inference is too broad.

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Grade 3 · Cluster 4 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · 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 against a trap."

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

"This trap stretches one science detail into a claim about every material."

▶ Students write the trap name and explain which word makes the wrong answer too broad.

ANSWER KEY: Overgeneralization, too broad. Only metal is supported.

CHECK FOR UNDERSTANDING

Ask a student to name the material the passage actually supports.

COMMON MISCONCEPTION

Students may accept the answer because the passage mentions a wire. Remind them that the passage says metal can conduct electricity, not every material.

POSSIBLE STUDENT QUESTION

Why is any material too broad? The text gives evidence about metal, not all materials.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claim is too broad. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite the wrong answer so it is supported.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about the lightning rod? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about the lightning rod?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the lightning rod and prove it with text evidence.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 17 of 36 · Cluster 4 · 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.*

“Make your inference, then check it against the exact science details in this part of the 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.

Answers, across the five thinking levels.

NOTICE **Metal could conduct electricity.** This clue shows that electricity can move through metal.

CHOOSE **A.** Electricity can travel safely through a wire. The proof says electricity travels safely through the wire. B is a Not in the text trap. C is a Misreads a detail trap.

SHOW **The rod connects to a wire running into the ground.** This shows electricity can be guided along a planned path instead of damaging the building.

OWN **Franklin was curious and wanted to solve a dangerous problem.** He studied electricity and wondered if there was a way to guide lightning safely into the ground.

DEFEND **Overgeneralization, too broad.** The text says metal can conduct electricity, but it does not say every material can.

YOUR TURN **Answers vary.** One example: The lightning rod protects buildings by giving electricity a safe path. Proof: When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.”

What can the reader infer about electricity from this part of the text?

- A** Electricity can heat a building safely.
- B** Electricity can travel safely through a wire.
- C** Electricity travels safely through every material.
- D** Electricity disappears when lightning strikes.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 17 of 36 · Cluster 4 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds like a big science rule instead of matching the paragraph's exact details.

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.

The answer is B.

- A Electricity can heat a building safely.**
Not in the text trap. The paragraph does not say that electricity heats a building.
- B Electricity can travel safely through a wire. Correct.**
The paragraph says the metal rod connects to a wire and electricity travels safely through it.
- C Electricity travels safely through every material.**
Overgeneralization, too broad trap. The passage gives evidence about metal, not every material.
- D Electricity disappears when lightning strikes.**
Misreads a detail trap. The text says electricity travels through the wire, so it does not disappear.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 17 of 36 · Cluster 4 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart guess from clues in the text.

I can use Benjamin Franklin's actions to infer what kind of person he was.

I can check that my inference is supported by exact words from the passage.

THIS WEEK'S FOCUS

Inferencing

from “Benjamin Franklin and Electricity”

This week we are **inferring from an inventor's actions**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** We will watch his actions and avoid traps such as **Not in the text**, **Opposite**, and **Plausible but unsupported**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 1 of 10

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 inferring from an inventor's actions. An inference is an idea the passage supports without saying it directly.”

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

“We will notice clues, choose the best inference, show evidence, write our own inference, and defend against a trap.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how Franklin's experiments show what he wanted to do.

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 about an inventor's actions."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** Find the clue words.

"He spent time studying electricity and conducting experiments."

I CAN | I can notice exact action words that help me infer what an inventor is like.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · 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 about an inventor's actions."

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

"Pay attention to what Franklin does. His actions give us clues about him."

▶ *Read the sentence twice. Students underline studying electricity and conducting experiments.*

ANSWER KEY: These actions show that Franklin wanted to learn.

CHECK FOR UNDERSTANDING

Ask a student to point to the action words.

COMMON MISCONCEPTION

Students may choose a detail about lightning instead of the words that show Franklin's actions.

POSSIBLE STUDENT QUESTION

Why do actions help us infer? Actions show what a person cares about or wants to do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what these actions show about Franklin's character.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** Pick the answer the text proves.

"He wondered if there was a way to guide lightning safely into the ground."

A He was afraid to learn about electricity • **B** He wanted to become famous for inventions • **C** He wanted to understand lightning and solve problems

I CAN | I can choose the inference that best matches Benjamin Franklin's actions and ideas.

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Grade 3 · Cluster 4 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · 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 inference the text supports."

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

"Look for the choice that explains what Franklin's actions show. Do not pick a choice that only sounds possible."

▶ *Students choose privately. Then partners point to the words that support the answer.*

ANSWER KEY: C. He wanted to understand lightning and solve problems.

CHECK FOR UNDERSTANDING

Ask which words show Franklin was trying to solve a problem.

COMMON MISCONCEPTION

Students may choose that Franklin was afraid to learn about electricity because the passage mentions danger, but his actions show that he studied it.

POSSIBLE STUDENT QUESTION

What makes an inference strong? The text must give clues that support it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask students which wrong choice is a trap and why.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Franklin used experiments to solve a problem?** Explain how it proves the inference.

"This knowledge helped him develop an invention that could protect buildings from lightning strikes."

I CAN | I can explain how Franklin's learning led to an invention that solved a real problem.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · 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 how a detail supports an inference."

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

"Evidence should connect Franklin's actions to the inference. Tell how the detail proves the idea."

▶ *Students read the sentence and complete: This proves Franklin solved a problem because...*

ANSWER KEY: His knowledge led to an invention that protected buildings.

CHECK FOR UNDERSTANDING

Ask a student to explain the connection using because.

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

Why is the invention important evidence? It shows that Franklin's learning led to a useful solution.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what problem the invention solved.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** Write your inference and one piece of proof.

"He wondered if there was a way to guide lightning safely into the ground."

I CAN | I can infer what Franklin was like and support my idea with a sentence from the passage.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · 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 make my own inference and prove it."

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

"Your inference should go one step beyond the words, but the passage must support it."

▶ *Students write one inference and copy one sentence that proves it.*

ANSWER KEY: Franklin was a problem solver who looked for safe solutions.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy a fact without explaining what it shows about Franklin.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that prove your idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Franklin's actions helped people beyond his own experiments.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Franklin experimented because he wanted to become famous.** Explain why it is a trap and name the trap.

"Franklin believed that learning and experimenting could help improve people's lives."

I CAN | I can explain why a tempting answer is not supported by the passage.

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Grade 3 · Cluster 4 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · 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 an answer with evidence."

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

"This answer may sound possible, but the passage gives no proof that Franklin wanted fame."

▶ Students name the trap and use the sentence to explain what Franklin's experiments were really for.

ANSWER KEY: Plausible but unsupported. The text supports helping people, not seeking fame.

CHECK FOR UNDERSTANDING

Ask students to name the trap and point to the proof.

COMMON MISCONCEPTION

Students may accept the answer because famous people often want attention. The test asks what this passage supports.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It sounds possible, but the passage never supports it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write another unsupported idea about Franklin's experiments.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Benjamin Franklin based on his experiments? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Benjamin Franklin based on his experiments?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about an inventor and support it with text evidence.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · 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.*

“Write the inference first. Then copy the exact 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 Studying electricity and conducting experiments. These actions show Franklin wanted to learn more.

CHOOSE C. He wanted to understand lightning and solve problems. Franklin wanted to understand lightning and find a safe solution. A is an Opposite trap. B is a Plausible but unsupported trap.

SHOW The detail says his knowledge helped him develop an invention that protected buildings. This proves he used learning and experiments to solve a problem.

OWN Franklin was a problem solver who looked for safe solutions. Proof: He wondered if there was a way to guide lightning safely into the ground.

DEFEND Plausible but unsupported. The passage says Franklin wanted learning and experimenting to improve people's lives, not to become famous.

YOUR TURN Answers vary. One example: Franklin was curious and wanted to solve problems. Proof: He spent time studying electricity and conducting experiments.

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Grade 3 · Cluster 4 · Inferencing

TEKS 3.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments.”

What can the reader infer about Benjamin Franklin based on his experiments?

- A** He was curious and worked to solve problems.
- B** He wanted fame from his experiments.
- C** He avoided studying how electricity worked at all.
- D** He recorded every experiment in a notebook.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible or twists what the excerpt says.

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.

The answer is A.

- A He was curious and worked to solve problems. Correct.**
He wanted to understand lightning and spent time studying it through experiments.
- B He wanted fame from his experiments.**
Plausible but unsupported trap. The excerpt does not say Franklin wanted fame.
- C He avoided studying how electricity worked at all.**
Opposite trap. He spent time studying electricity and conducting experiments.
- D He recorded every experiment in a notebook.**
Not in the text trap. The passage does not say Franklin recorded every experiment in a notebook.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use text clues to infer why a choice mattered.

I can connect a choice to its purpose and result.

I can check that my inference is supported by evidence.

THIS WEEK'S FOCUS

Inferencing

from “The Founding Fathers”

An **inference** is an idea the text proves without saying it directly. This week, STAAR asks: **What can the reader infer about why the choice in this part of the text was important?** Watch for **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 4 • Inferencing

TEKS 3.6(F) • Inferencing • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

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 to infer why a choice mattered. An inference is an idea the text proves without saying it directly.”

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

“We will notice clues, choose the best inference, show evidence, and defend our answers against trap choices.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 3 . a class or student copy of "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a fact can help prove a bigger idea.

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 about why a choice mattered."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why the choice in this part of the text was important?** Find the clue words.

"This document explained why the colonies wanted to become a free nation. It listed reasons why many colonists believed British rule was unfair."

I CAN | I can find exact words that show why the leaders chose to write the document.

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Grade 3 • Cluster 4 • Inferencing • Monday

TEKS 3.6(F) • Inferencing • Week 19 of 36 • Cluster 4 • Module 3 • 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 about why a choice mattered."

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

"Look for what the document did. It explained reasons and showed why the choice mattered."

▶ Read the sentences twice. Students underline explained why and listed reasons.

ANSWER KEY: The document explained why independence was wanted.

CHECK FOR UNDERSTANDING

Ask which words show the document had an important purpose.

COMMON MISCONCEPTION

Students may choose important document as the only clue. Find words that explain why it mattered.

POSSIBLE STUDENT QUESTION

Why do I need more than the word important? The other words show what made it important.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what people could understand because of the document.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why the choice in this part of the text was important?** Pick the answer the text proves.

"The Declaration of Independence also stated that people have certain rights, such as life, liberty, and the pursuit of happiness."

- A** It helped the leaders become famous and wealthy later. • **B** It explained independence and people's important rights. • **C** It started the war immediately without another cause.

I CAN | I can choose the inference that best explains why the choice mattered.

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Grade 3 · Cluster 4 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · 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 inference the text proves."

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

"The best answer connects the document to freedom and rights. Check each choice against the text."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. It explained independence and people's important rights.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that support the correct inference.

COMMON MISCONCEPTION

Students may choose that the leaders wanted a new name. The passage focuses on freedom, rights, and independence.

POSSIBLE STUDENT QUESTION

What makes an inference best? It explains the clue and stays close to the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the rights in the document connect to independence.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the idea that writing the document helped the colonies explain their choice? Explain how it proves the inference.

"They hoped people would understand why the colonies believed independence was necessary."

I CAN | I can explain how the author's detail proves why the choice mattered.

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Grade 3 · Cluster 4 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · 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 how a detail supports an inference."

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

"Evidence must explain the importance of the choice, not just repeat a fact."

▶ *Have students complete: This proves the choice mattered because...*

ANSWER KEY: People would understand why independence was necessary.

CHECK FOR UNDERSTANDING

Ask a student to explain why understand is a useful clue.

COMMON MISCONCEPTION

Students may repeat that the document was important without explaining why.

POSSIBLE STUDENT QUESTION

Why is understand a useful clue? It shows the document helped explain the colonies' decision.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what people might understand about British rule.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the leaders chose to write the Declaration of Independence?** Write your inference and one piece of proof.

"Writing the document required careful thought. The authors wanted their message to be clear and convincing."

I CAN | I can explain why the choice mattered and support my idea with text evidence.

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Grade 3 · Cluster 4 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · 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 make my own inference and prove it."

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

"Your inference should explain the purpose behind the choice. Then prove it with exact words."

▶ *Students write one inference and copy one sentence or phrase that supports it.*

ANSWER KEY: They wanted people to understand why independence was necessary.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and then the proof.

COMMON MISCONCEPTION

Students may write only that the leaders worked hard. Add why their work mattered.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Every part of it should connect to words in the passage.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask why a clear and convincing message would help the colonies.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The leaders helped write the document to become famous.** Explain why it is a trap and name the trap.

"The authors wanted their message to be clear and convincing."

I CAN | I can use evidence to explain why a true action has the wrong motive.

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Grade 3 · Cluster 4 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · 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 against a trap."

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

"The action is true, but the reason is not supported. That is the Wrong motive for a true action trap."

▶ *Students name the trap and point to the words that show the real purpose.*

ANSWER KEY: Wrong motive for a true action. They wanted a clear and convincing message.

CHECK FOR UNDERSTANDING

Ask what motive the passage actually gives.

COMMON MISCONCEPTION

Students may accept the answer because leaders wrote an important document. The reason must come from the text.

POSSIBLE STUDENT QUESTION

Can a true action still have a wrong answer? Yes. The answer may give a reason the text never supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to replace the wrong motive with a supported one.

Make an inference on your own.

Go back to the passage. Answer: Why was the choice to write the Declaration of Independence important? Copy one sentence that proves your inference.

Go back to the reading.

Why was the choice to write the Declaration of Independence important?

Write your inference. Then copy one sentence that proves it.

I CAN | I can infer why a choice mattered and support it with text evidence.

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Grade 3 · Cluster 4 · Inferencing

TEKS 3.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · 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.*

“Explain why the choice mattered, then prove your inference with exact words from the passage.”

▶ *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 Explained why and listed reasons. The document helped people understand why independence was wanted.

CHOOSE B. It explained independence and people's important rights. The document explained unfair British rule and stated important rights. A is a Wrong motive for a true action trap. C is a Misreads a detail trap.

SHOW People would understand why independence was necessary. This shows the document had a clear purpose.

OWN The leaders wanted people to understand why independence was necessary. Proof: They wanted their message to be clear and convincing.

DEFEND Wrong motive for a true action. The leaders did help write the document, but the text says they wanted their message to be clear and convincing, not to become famous.

YOUR TURN Answers vary. One example: It helped explain why the colonies wanted independence. Proof: This document explained why the colonies wanted to become a free nation.

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Grade 3 · Cluster 4 · Inferencing

TEKS 3.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

"In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation."

What can the reader infer about why the choice in this part of the text was important?

- A** It helped the leaders become famous and wealthy later.
- B** It helped the colonies avoid every challenge they faced.
- C** It explained why the colonies wanted to become a free nation.
- D** It made Great Britain agree to independence right away.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 19 of 36 · Cluster 4 · Module 3 · 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

Choosing a wrong choice because it sounds important but does not match the document's stated 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.

The answer is C.

- A It helped the leaders become famous and wealthy later.**
Wrong motive for a true action trap. The passage gives explaining independence as the purpose, not fame.
- B It helped the colonies avoid every challenge they faced.**
Not in the text trap. The passage does not say the document helped the colonies avoid every challenge. this part of the text says the colonies still faced many challenges.
- C It explained why the colonies wanted to become a free nation. Correct.**
The document explained why the colonies wanted to become a free nation.
- D It made Great Britain agree to independence right away.**
Misreads a detail trap. Great Britain did not simply agree, and a war began.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 19 of 36 · Cluster 4 · Module 3 · 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart inference from clues in the text.

I can support my inference with exact evidence.

I can check for trap answers that lack proof.

THIS WEEK'S FOCUS

Inferencing

from “The Founding Fathers”

Supporting an inference in writing: An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about one person in the selection? Use evidence.** This week we will watch for **Unsupported claim with no evidence**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences 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 to make inferences and support them with evidence from The Founding Fathers.”

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

“Each day we will practice noticing clues, choosing the best inference, showing proof, writing our own inference, and defending against a trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 4 . a class or student copy of "The Founding Fathers" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference needs evidence from the passage.

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 clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the leaders?** Find the clue words.

"They understood that creating change would require careful planning and cooperation."

I CAN | I can notice words that support an inference.

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Grade 3 · Cluster 4 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · 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 clue words."

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

"Look for words that reveal what the leaders understood."

▶ *Read the sentence twice. Students underline careful planning and cooperation.*

ANSWER KEY: Careful planning and cooperation show the leaders worked thoughtfully together.

CHECK FOR UNDERSTANDING

Ask a student to point to both clue phrases.

COMMON MISCONCEPTION

Students may choose a sentence about the leaders without explaining what it proves.

POSSIBLE STUDENT QUESTION

Why do I need two clue phrases? Together, they make the inference stronger.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what these clue words show about the leaders.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the Founding Fathers?** Pick the answer the text proves.

"They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states."

A They always agreed on government ideas • **B** They refused to discuss government issues • **C** They had different ideas about government

I CAN | I can choose the inference that the text proves.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · 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 a supported inference."

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

"The text shows disagreement, so check which choice matches that evidence."

▶ *Students choose privately. Then partners explain why one choice is best.*

ANSWER KEY: C. They had different ideas about government.

CHECK FOR UNDERSTANDING

Ask which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose that the leaders always agreed because they worked together.

POSSIBLE STUDENT QUESTION

Can people work together when they disagree? Yes, if they listen and compromise.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how disagreement could lead to better decisions.

TODAY'S THINKING JOB

SHOW

"I can show how evidence proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the leaders could solve disagreements?** Explain how it proves the idea.

"Their willingness to listen to different viewpoints helped them create a plan that many people could support."

I CAN | I can explain how a detail supports an inference.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · 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 how evidence proves an inference."

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

"The best evidence tells what the leaders did after they disagreed."

▶ *Students underline listen to different viewpoints and many people could support.*

ANSWER KEY: Listening helped the leaders create a plan people could support.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves they could solve disagreements because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

What makes this strong evidence? It connects listening with creating a supported plan.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if the leaders refused to listen.

TODAY'S THINKING JOB

OWN

"I can write an inference with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the leaders as writers?** Write your inference and one piece of proof.

"The leaders carefully chose their words because they wanted people to understand their message."

I CAN | I can write my own inference and support it with text evidence.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · 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 write an inference with proof."

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

"Your inference should go one step beyond the sentence, but your proof must come from the text."

▶ *Students write an inference and copy the sentence as proof.*

ANSWER KEY: The leaders were careful writers. Proof: They carefully chose their words so people would understand.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that the leaders chose words. Add what that shows about them.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Check that the passage gives proof for it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask why the leaders needed people in other countries to understand.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Founding Fathers wrote the Constitution quickly.** Explain why it is a trap and name the trap.

"The Founding Fathers spent many months discussing ideas and making decisions."

I CAN | I can explain why an unsupported claim fails.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · 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 an answer with evidence."

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

"The answer sounds possible, but the text must prove it."

▶ *Students name the trap and use the sentence to disprove the answer.*

ANSWER KEY: Unsupported claim with no evidence. The text says they spent many months, not that they worked quickly.

CHECK FOR UNDERSTANDING

Ask students to name the trap and read the proof.

COMMON MISCONCEPTION

Students may accept the answer because the Constitution was completed.

POSSIBLE STUDENT QUESTION

Why is this an unsupported claim? The passage gives no proof that the work was quick.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a claim about the leaders that the passage does support.

Make an inference on your own.

Go back to the passage. Short response: What can the reader infer about one person in the selection? Use evidence. Write your inference and copy one sentence that proves it.

Go back to the reading.

Short response: What can the reader infer about one person in the selection? Use evidence.

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 20 of 36 · Cluster 4 · Module 4 · 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.*

“Write the inference first. Then copy the exact 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 Careful planning and cooperation. These words show the leaders knew they had to plan and work together.

CHOOSE C. They had different ideas about government. The leaders wanted different amounts of power for the national government and states. A is a Misreads a detail trap. B is an Opposite trap.

SHOW The leaders listened to different viewpoints, and this helped them create a plan many people could support. This proves they could solve disagreements by listening and working together.

OWN The leaders were careful writers who wanted their message to be clear. Proof: They carefully chose their words because they wanted people to understand their message.

DEFEND Unsupported claim with no evidence. The text says they spent many months discussing ideas and making decisions, but it does not support the claim that they wrote the Constitution quickly.

YOUR TURN Answers vary. One example: George Washington was a strong leader. Proof: He led soldiers through difficult battles and challenging conditions.

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Grade 3 · Cluster 4 · Inferencing

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions.”

What can the reader infer about George Washington from this excerpt?

- A** George Washington won every battle in the war.
- B** George Washington was a strong army leader.
- C** George Washington owned a large farm.
- D** George Washington avoided all difficult army battles.

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Grade 3 · Cluster 4 · Inference

TEKS 3.6(F) · Inference · Week 20 of 36 · Cluster 4 · Module 4 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible instead of checking the evidence.

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.

The answer is B.

George Washington won every battle in the war.

- A** Unsupported claim with no evidence trap. The excerpt says George Washington led soldiers through difficult battles, but it does not say he won every battle.

George Washington was a strong army leader. Correct.

- B** He led soldiers through difficult battles and challenging conditions. This shows he was a strong army leader.

George Washington owned a large farm.

- C** Not in the text trap. The excerpt does not mention George Washington owning a large farm.

George Washington avoided all difficult army battles.

- D** Misreads a detail trap. The excerpt says he led soldiers through difficult battles, not that he avoided them.

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Grade 3 · Cluster 4 · Inferencing

TEKS 3.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer a person's traits.

I can connect a person's actions to an idea the author does not say directly.

I can check each answer against the passage before I choose it.

THIS WEEK'S FOCUS

Inferencing

from “Henry Ford: Visionary of Travel”

An **inference** is an idea the text supports through clues. STAAR asks: **What can the reader infer about the person from the way he solved problems?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Plausible but unsupported** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 1 of 10

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 to infer character traits from Henry Ford's actions and ideas.

An inference is an idea the text proves without saying it directly.”

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

“Each day we will notice clues, choose the best inference, show evidence, write our own inference, and defend against a trap answer.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how an action can give clues about a person's trait.

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 clue words about Henry."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the person from the way he solved problems?** Find the clue words.

"When Henry was young, he enjoyed taking machines apart to see how they worked."

I CAN | I can notice action clues that help me infer Henry's character traits.

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Grade 3 · Cluster 5 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · 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 clue words about Henry."

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

"Look at what Henry chose to do. His action gives us a clue about his trait."

▶ *Read the sentence twice. Students underline taking machines apart and see how they worked.*

ANSWER KEY: He was curious and eager to learn how machines worked.

CHECK FOR UNDERSTANDING

Ask students which action shows curiosity.

COMMON MISCONCEPTION

Students may name where Henry was born instead of a trait.

POSSIBLE STUDENT QUESTION

How does an action show a trait?
The action gives us a clue about how a person thinks or acts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding an action clue. Keep the demand at this level.

RAISE THE THINKING

Ask what other trait this action might show.

TODAY'S THINKING JOB

CHOOSE

"I can choose the trait the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Henry from the way he solved problems?** Pick the answer the text proves.

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

- A** He was patient and determined to learn. • **B** He was unwilling to keep trying new ideas. • **C** He was famous and admired as a child.

I CAN | I can choose a supported inference and avoid answers that are not proved.

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Grade 3 • Cluster 5 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 21 of 36 • Cluster 5 • 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 trait the text supports."

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

"Henry kept testing engines. Which trait best matches that action?"

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: A. He was patient and determined to learn.

CHECK FOR UNDERSTANDING

Ask students to point to the proof words.

COMMON MISCONCEPTION

Students may choose a trait that sounds good but is not supported by this sentence.

POSSIBLE STUDENT QUESTION

What makes an answer supported?
The passage must give action clues that match it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported trait. Keep the demand at this level.

RAISE THE THINKING

Ask how experimenting connects to solving problems.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Henry solved problems in practical ways?** Explain how it proves the inference.

"This made building cars faster and less expensive."

I CAN | I can explain how Henry's solution helped people in a practical way.

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Grade 3 · Cluster 5 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · 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 how a detail proves an inference."

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

"The evidence must show both the solution and the problem it helped solve."

▶ *Students underline faster and less expensive, then explain the connection with because.*

ANSWER KEY: The assembly line made cars faster and cheaper to build.

CHECK FOR UNDERSTANDING

Ask students to finish: This shows Henry was practical because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining what trait it shows.

POSSIBLE STUDENT QUESTION

Why is this better evidence than saying Henry liked machines? It shows a solution that fixed a real problem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves a trait. Keep the demand at this level.

RAISE THE THINKING

Ask what problem the assembly line helped solve.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Henry from the way he solved problems?** Write a trait and one piece of proof.

"Henry Ford believed that cars should be available for everyday families."

I CAN | I can infer a character trait and support it with exact evidence.

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Grade 3 · Cluster 5 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · 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 write my own inference and proof."

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

"Think about who Henry wanted to help. Then connect his goal to a trait."

▶ *Students write one trait and copy one sentence or phrase that proves it.*

ANSWER KEY: He was caring and practical. He wanted families to afford cars.

CHECK FOR UNDERSTANDING

Ask a student to read the trait and proof together.

COMMON MISCONCEPTION

Students may write that Henry was rich because the passage calls him a businessman. That does not answer the question.

POSSIBLE STUDENT QUESTION

How do I know my inference is strong? The trait must connect to an action or belief in the passage.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a trait with proof. Keep the demand at this level.

RAISE THE THINKING

Ask how Henry's goal led to his inventions.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Henry solved problems by asking others for advice.** Explain why it is a trap and name the trap.

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

I CAN | I can name a trap and use the passage to prove why it fails.

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Grade 3 · Cluster 5 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · 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 an answer with text evidence."

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

"This answer may sound possible, but the passage gives no support for asking others for advice."

▶ *Students circle the trap name and underline the actions that show what Henry did do.*

ANSWER KEY: Plausible but unsupported. Henry actively worked and experimented, but the passage does not say he asked others for advice.

CHECK FOR UNDERSTANDING

Ask students to name the details that support Henry's actions and tell what the passage does not say.

COMMON MISCONCEPTION

Students may accept the answer because people sometimes ask others for help.

POSSIBLE STUDENT QUESTION

Why is this a trap? It might happen in real life, but this passage does not support it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with proof. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another unsupported answer.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Henry from the way he solved problems? Write a trait and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Henry from the way he solved problems?
Write his character trait. Then copy one sentence that proves it.

I CAN | I can infer a character trait and prove it with text evidence.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · 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.*

“Write the trait first. Then copy the exact words that prove 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 Taking machines apart to see how they worked. This shows Henry was curious and wanted to understand how machines worked.

CHOOSE A. He was patient and determined to learn. He spent many hours experimenting with engines, showing that he kept trying to learn. B is an Opposite trap. C is a Not in the text trap.

SHOW The moving assembly line made cars faster and less expensive to build. This shows Henry solved a problem by making a useful change.

OWN Henry was caring and practical because he wanted everyday families to afford cars. He helped solve the problem by creating a stronger, simpler, more affordable car.

DEFEND Plausible but unsupported. The passage shows Henry worked and experimented for many hours, but it does not say he asked others for advice.

YOUR TURN Answers vary. One example: Henry was determined. Proof: As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive.”

What can the reader infer about Henry from the way he solved problems?

- A** Henry was impractical and made car building slower.
- B** Henry was artistic and painted each car brightly.
- C** Henry was thoughtful and asked workers for ideas.
- D** Henry was practical and made car building faster.

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Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 21 of 36 · Cluster 5 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible instead of checking the details in the excerpt.

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.

The answer is D.

- A Henry was impractical and made car building slower.**
Opposite trap. The excerpt says building cars became faster and less expensive, not slower.
- B Henry was artistic and painted each car brightly.**
Not in the text trap. The excerpt does not mention painting cars.
- C Henry was thoughtful and asked workers for ideas.**
Plausible but unsupported trap. The excerpt mentions workers, but it does not say Henry asked them for ideas.
- D Henry was practical and made car building faster. Correct.**
The moving assembly line made building cars faster and less expensive, which shows a practical solution.

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Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 21 of 36 · Cluster 5 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart guess from clues about Henry Ford's life.

I can use exact details to support what I infer.

I can check choices for traps that go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “Henry Ford: Visionary of Travel”

Inferring from a life story: An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **What can the reader infer about the person from his early life?** This week we will spot **Not in the text**, **Misreads a detail**, and **Overstated from a small detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Inferencing

TEKS 3.6(F) • Inferencing • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

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 will practice Inferring from a life story using Henry Ford's life story. An inference is an idea the text supports without saying it directly.”

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

“Each day we will notice clues, choose the best inference, show proof, own our thinking, and defend against a trap.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how an inference is different from a detail stated directly.

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 clue words about Henry's early life."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the person from his early life?** Find the clue words.

"When Henry was young, he enjoyed taking machines apart to see how they worked."

I CAN | I can notice exact words that support an inference about Henry.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · 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 clue words about Henry's early life."

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

"Look at what Henry chose to do when he was young. His actions give us clues about him."

▶ *Read the sentence twice. Students underline enjoyed, taking machines apart, and see how they worked.*

ANSWER KEY: Henry enjoyed taking machines apart to understand them.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show Henry's interest.

COMMON MISCONCEPTION

Students may name a fact about Henry without making an inference about him.

POSSIBLE STUDENT QUESTION

How do his actions help us infer about him? They show what interested him.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of person would enjoy taking machines apart.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the person from his early life?** Pick the answer the text proves.

"While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked."

A He never played games with others. • **B** He was curious and eager to learn. • **C** He lived in a city and played sports.

I CAN | I can choose the best inference and avoid answers the details do not support.

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Grade 3 · Cluster 5 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · 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 inference the text proves."

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

"Compare each choice with Henry's actions. The best choice explains the pattern in the sentence."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. He was curious and eager to learn.

CHECK FOR UNDERSTANDING

Ask which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose that Henry never played games. The sentence only says he often spent time studying machines instead of playing games.

POSSIBLE STUDENT QUESTION

Why is a choice about never playing games a trap? It says more than the text proves.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other detail from this part of the text supports the same inference.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Henry liked solving problems?** Explain how it proves the idea.

"He enjoyed solving problems and finding ways to make machines work better."

I CAN | I can explain how exact words from the text prove an inference.

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Grade 3 · Cluster 5 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · 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 how a detail supports an inference."

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

"Strong evidence does more than repeat the inference. It shows the action that proves it."

▶ *Have students underline solving problems and make machines work better, then explain the connection.*

ANSWER KEY: Henry enjoyed solving problems and improving machines.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves Henry liked solving problems because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining how it proves the idea.

POSSIBLE STUDENT QUESTION

Why do I need to explain the detail? The explanation connects the evidence to the inference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail connects to Henry's interest in machines as a child.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Henry from his early life?** Write your inference and one piece of proof.

"As Henry grew older, he continued learning about engines and mechanical equipment."

I CAN | I can write an inference about Henry and support it with exact text evidence.

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Grade 3 · Cluster 5 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · 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 make my own inference and prove it."

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

"Your inference should go one step beyond the words, but every part must have proof."

▶ *Students write one inference and copy one sentence or phrase that supports it.*

ANSWER KEY: Henry kept learning about machines. Proof: he continued learning about engines.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof.

COMMON MISCONCEPTION

Students may write that Henry invented the Model T at a young age. The passage does not say that.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to words that make it reasonable.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether Henry's early actions were a short interest or a lasting pattern.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Henry only cared about working as a mechanic.** Explain why it is a trap and name the trap.

"He worked as a mechanic and spent many hours experimenting with engines. He enjoyed solving problems and finding ways to make machines work better."

I CAN | I can use evidence to explain why an answer overstates one small detail.

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Grade 3 · Cluster 5 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · 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 an answer against a trap."

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

"The wrong answer grabs one true detail and stretches it into the word only. Check the other clues."

▶ Students circle the word only and write the trap name with a reason from both sentences.

ANSWER KEY: Overstated from a small detail. Henry did more than work as a mechanic.

CHECK FOR UNDERSTANDING

Ask which words show the answer says too much.

COMMON MISCONCEPTION

Students may accept the answer because mechanic is in the text. A word match is not enough.

POSSIBLE STUDENT QUESTION

Why is only a warning word? It makes a small detail sound like the whole story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to revise the trap into a supported inference.

Make an inference on your own.

Go back to this part of the text. Answer: What can the reader infer about Henry from his early life? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Henry from his early life?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Henry and prove it with a sentence from the text.

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Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 22 of 36 · Cluster 5 · Module 2 · 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.*

“Make your inference, then prove it with exact words from the passage.”

▶ *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 He enjoyed taking machines apart and seeing how they worked. These words show that Henry was curious about machines.

CHOOSE B. He was curious and eager to learn. He studied machines and tried to understand how they worked. A is an Overstated from a small detail trap. C is a Not in the text trap.

SHOW The words enjoyed solving problems and finding ways to make machines work better show that Henry liked finding solutions.

OWN Henry stayed interested in learning about machines. Proof: he continued learning about engines and mechanical equipment.

DEFEND Overstated from a small detail. The text says Henry worked as a mechanic, but it also says he experimented, solved problems, and improved machines.

YOUR TURN Answers vary. One example: Henry was curious and determined to understand machines. Proof: While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = 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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools.”

What can the reader infer about Henry from his early life?

A Henry was curious about how machines worked.

B Henry wanted to become a famous businessman.

C Henry took machines apart to destroy them.

D Henry was interested in every subject equally.

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Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 22 of 36 · Cluster 5 · Module 2 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses one word or idea from the excerpt without checking the full meaning.

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.

The answer is A.

- A Henry was curious about how machines worked. Correct.**
He took machines apart to understand them and showed special interest in engines and tools.
- B Henry wanted to become a famous businessman.**
Not in the text trap. The excerpt does not say what career Henry wanted.
- C Henry took machines apart to destroy them.**
Misreads a detail trap. He took them apart to see how they worked, not to destroy them.
- D Henry was interested in every subject equally.**
Overstated from a small detail trap. The excerpt names engines and tools, not every subject.

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Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 22 of 36 · Cluster 5 · Module 2 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can link clues about two people.

I can infer how their actions are alike.

I can use proof from the passage to support my thinking.

THIS WEEK’S FOCUS

Inferencing

from “Sam Walton: Visionary of Retail”

An **inference about two people** is an idea we figure out by linking clues about both people. STAAR asks: **What can the reader infer about how the two business leaders were alike?** Watch for traps such as **Describes one person only**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Inferencing

TEKS 3.6(F) • Inferencing • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

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 to infer links between two business leaders. We will use clues about both people to figure out how they were alike.”

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

“Each day we will notice clues, choose an inference, show evidence, write our own idea, and defend it against a trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 3 . a class or student copy of "Sam Walton: Visionary of Retail" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a comparison needs information about both leaders.

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 about both leaders."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the two business leaders were alike?** Find clue words about both leaders.

"Other companies noticed Walmart's success and began looking for ways to improve their own stores."

I CAN | I can notice words that link what two business leaders did.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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 about both leaders."

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

"Look for an action that connects Sam with leaders of other companies."

▶ *Read the sentence twice. Students underline noticed, looking, and improve.*

ANSWER KEY: Other companies began looking for ways to improve their stores.

CHECK FOR UNDERSTANDING

Ask which words show what the other leaders did.

COMMON MISCONCEPTION

Students may focus only on Walmart's success. The clue must help link Sam with leaders of other companies.

POSSIBLE STUDENT QUESTION

How does this clue connect two leaders? Other companies began looking for ways to improve their stores, just as Sam looked for ways to improve his business.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a link between leaders. Keep the demand at this level.

RAISE THE THINKING

Ask what Sam did that may have inspired leaders of other companies.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference about two leaders."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how the two business leaders were alike?** Pick the answer the text proves.

"His ideas changed the way many businesses operated."

- A** Sam Walton wanted to help families save money • **B** Both leaders lived in Arkansas their whole lives • **C** Both leaders looked for ways to improve their stores

I CAN | I can choose the inference that connects actions by both leaders.

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Grade 3 · Cluster 5 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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 an inference about two leaders."

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

"Check that your answer tells how both leaders were alike."

▶ Students choose an answer, then point to proof about Sam and leaders of other companies.

ANSWER KEY: C. Both leaders looked for ways to improve their stores.

CHECK FOR UNDERSTANDING

Ask which words connect Sam's ideas with other businesses.

COMMON MISCONCEPTION

Students may choose an answer about Sam only. The question asks about two leaders.

POSSIBLE STUDENT QUESTION

Why is one-person information not enough? The answer must link both leaders.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported link. Keep the demand at this level.

RAISE THE THINKING

Ask what shared goal the leaders may have had.

TODAY'S THINKING JOB

SHOW

"I can show evidence for a link."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the two business leaders were alike?** Explain how it proves the link.

"Sam Walton continued looking for ways to improve his business."

I CAN | I can explain how details about both leaders prove they were alike.

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Grade 3 · Cluster 5 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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 evidence for a link."

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

"One detail tells about Sam. Connect it to the detail about other companies."

▶ *Students name Sam's action and connect it to other companies' action with because.*

ANSWER KEY: Both Sam and leaders of other companies looked for ways to improve their businesses.

CHECK FOR UNDERSTANDING

Ask students to finish: This shows they were alike because...

COMMON MISCONCEPTION

Students may copy one detail without making the link.

POSSIBLE STUDENT QUESTION

Can one sentence prove the whole inference? Use it with a clue about the other leaders.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting two pieces of evidence. Keep the demand at this level.

RAISE THE THINKING

Ask whether the leaders used exactly the same plan.

TODAY'S THINKING JOB

OWN

"I can write an inference about two leaders."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Sam and leaders of other companies were alike?** Write your inference and one piece of proof about each.

"Sam Walton continued looking for ways to improve his business."

I CAN | I can write a supported inference and use proof about both leaders.

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Grade 3 · Cluster 5 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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 write an inference about two leaders."

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

"Your inference must name a shared idea or action. Then prove it with clues about both leaders."

▶ *Students write one shared trait and cite one clue about Sam and one about other companies.*

ANSWER KEY: They both looked for ways to improve their businesses.

CHECK FOR UNDERSTANDING

Ask a student to read both pieces of proof.

COMMON MISCONCEPTION

Students may write only a fact about Walmart. The answer must compare Sam with leaders of other companies.

POSSIBLE STUDENT QUESTION

How can I tell if my inference is too broad? Check that both actions in the text support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a shared inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Sam's effort to improve his business connects with other companies' efforts to improve their stores.

TODAY'S THINKING JOB

DEFEND

"I can defend a comparison answer."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Sam wanted families to save money.** Explain why it is a trap and name the trap.

"Other companies noticed Walmart's success and began looking for ways to improve their own stores."

I CAN | I can explain why a trap fails to connect both leaders.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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 a comparison answer."

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

"This answer may be true, but it describes Sam only. A comparison needs both leaders."

▶ *Students name the trap and use the sentence to add what other companies did.*

ANSWER KEY: Describes one person only. It does not link Sam with leaders of other companies.

CHECK FOR UNDERSTANDING

Ask which words prove that other companies also acted.

COMMON MISCONCEPTION

Students may accept the answer because it is true about Sam. True is not enough for this question.

POSSIBLE STUDENT QUESTION

Why is a true answer still a trap? It does not answer the comparison question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a comparison. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it includes Sam and leaders of other companies.

Make your own inference.

Go back to the reading. Answer: How were Sam and leaders of other companies alike? Copy one clue about Sam and one clue about other companies.

Go back to the reading.
How were Sam and leaders of other companies alike?
Write your inference. Then copy one clue about each leader.

I CAN | I can compare two leaders and support my inference with proof.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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.*

“Compare both leaders. Then use exact proof from the passage.”

▶ *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 Other companies began looking for ways to improve their stores. This clue links their action with Sam's effort to improve his business.

CHOOSE C. Both leaders looked for ways to improve their stores. Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores. A is a Describes one person only trap. B is a Not in the text trap.

SHOW Sam continued looking for ways to improve his business, and leaders of other companies looked for ways to improve their own stores. Both leaders looked for ways to improve their businesses.

OWN Sam and leaders of other companies looked for ways to improve their businesses. Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores.

DEFEND Describes one person only. The answer tells about Sam, but the question asks how Sam and leaders of other companies were alike. Other companies also began looking for ways to improve their own stores.

YOUR TURN Answers vary. One example: Sam and leaders of other companies looked for ways to improve their businesses. Proof: Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“His ideas changed the way many businesses operated. Other companies noticed Walmart's success and began looking for ways to improve their own stores.”

What can the reader infer about how the two business leaders were alike?

- A** Sam Walton wanted to help families save money.
- B** Both leaders lived in Arkansas their whole lives.
- C** Both leaders looked for ways to improve their stores.
- D** Other companies ignored Walmart and its success.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 23 of 36 · Cluster 5 · Module 3 · 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

Choosing the second choice because it is true about Sam, even though it describes one person only.

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.

The answer is C.

- A Sam Walton wanted to help families save money.**
Describes one person only trap. This tells about Sam but does not compare both leaders.
- B Both leaders lived in Arkansas their whole lives.**
Not in the text trap. The passage does not say that both leaders lived in Arkansas their whole lives.
- C Both leaders looked for ways to improve their stores. Correct.**
Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores.
- D Other companies ignored Walmart and its success.**
Opposite trap. The excerpt says other companies noticed Walmart's success and began looking for ways to improve their own stores.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · 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.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference about a person's goals from clues in the text.

I can use exact evidence to defend my inference.

I can spot answers that make unsupported claims.

THIS WEEK'S FOCUS

Inferencing

from “Sam Walton: Visionary of Retail”

Defending an inference: An **inference** is an idea the author does not say directly, but the clues support it. Short response: What can the reader infer about the person's goals? Use evidence. Watch for **Unsupported claim with no evidence**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences 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 will practice defending an inference about Sam Walton's goals with evidence from his biography.”

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

“We will practice finding clues, choosing the best inference, showing proof, owning our thinking, and spotting an Unsupported claim with no evidence.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 4 . a class or student copy of "Sam Walton: Visionary of Retail" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference needs both an idea and evidence.

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 clue words about a person's goal."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Sam Walton's goals?** Find the clue words.

"His goal was to make shopping easier and more affordable for families."

I CAN | I can notice exact words that support an inference about Sam's goal.

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Grade 3 · Cluster 5 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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 clue words about a person's goal."

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

"A goal is something a person wants to do. Look for words that tell what Sam wanted."

▶ *Read the sentence twice. Students underline goal, easier, affordable, and families.*

ANSWER KEY: Sam wanted to make shopping easier and more affordable for families.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show Sam's goal.

COMMON MISCONCEPTION

Students may name what Walmart sold instead of Sam's goal.

POSSIBLE STUDENT QUESTION

How do I find a goal? Look for words that tell what the person wanted to do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding goal clues. Keep the demand at this level.

RAISE THE THINKING

Ask what problem Sam's goal would help solve.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Sam Walton's goals?** Pick the answer the text proves.

"Sam believed businesses could do a better job serving customers."

- A** He wanted to serve customers better in his stores • **B** He wanted to avoid learning new ideas in business • **C** He wanted to win sports awards and become famous

I CAN | I can choose the inference about Sam's goal that has the strongest proof.

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Grade 3 · Cluster 5 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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 an inference the text proves."

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

"A strong inference matches the person's actions and beliefs. Check each choice against the sentence."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: A. He wanted to serve customers better in his stores.

CHECK FOR UNDERSTANDING

Ask a student which words support the correct choice.

COMMON MISCONCEPTION

Students may choose the sports answer because it sounds like a goal, but the passage gives no clue about sports.

POSSIBLE STUDENT QUESTION

What makes a choice unsupported?
The passage gives no clue for it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Sam's belief connects to his goal of serving customers better.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Sam wanted customers to save money?** Explain how it proves the inference.

"Sam believed that if customers could save money, they would continue returning to the store."

I CAN | I can explain how a detail about Sam's actions supports an inference about his goal.

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Grade 3 · Cluster 5 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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 how a detail proves an inference."

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

"Evidence should prove the idea in the question. Tell how the detail connects to Sam's goal."

▶ *Students underline save money and explain the connection using because.*

ANSWER KEY: Sam wanted customers to save money so they would return to his store.

CHECK FOR UNDERSTANDING

Ask a student to finish: This supports the inference because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining how it proves the goal.

POSSIBLE STUDENT QUESTION

Why do I need to explain the evidence? The explanation shows how the clue proves the inference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof. Keep the demand at this level.

RAISE THE THINKING

Ask what plan Sam made to help customers save money.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Sam Walton's goals?** Write your inference and one piece of proof.

"He wanted to build a business that offered a wide variety of products at lower prices."

I CAN | I can make my own inference about Sam's goals and defend it with exact text evidence.

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Grade 3 · Cluster 5 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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 write an inference and support it with proof."

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

"Your inference should go one step beyond the sentence. Then use the sentence as proof."

▶ *Students write one inference and copy the sentence or a proof phrase.*

ANSWER KEY: Sam wanted families to have many choices at affordable prices. Proof: wide variety of products at lower prices.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only a detail. Remind them to explain what the detail shows about Sam's goal.

POSSIBLE STUDENT QUESTION

How can I tell if my inference goes too far? Check that the passage gives words to support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and defending an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this goal connects to Sam's childhood experiences.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer by using evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Sam wanted to make shopping easier because he wanted to become famous.** Explain why it is a trap and name the trap.

"His goal was to make shopping easier and more affordable for families."

I CAN | I can explain why an unsupported claim fails and use a sentence to disprove it.

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Grade 3 · Cluster 5 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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 an answer by using evidence."

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

"This answer includes a true goal but adds a reason the text does not prove. Use the exact sentence to defend your response."

▶ Students name the trap and explain why the claim about becoming famous is not supported.

ANSWER KEY: Unsupported claim with no evidence. The sentence supports making shopping easier and more affordable, but it gives no evidence that Sam wanted to become famous.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and read the proof.

COMMON MISCONCEPTION

Students may call the whole answer false. Remind them that the shopping goal is supported, but the claim about becoming famous is not.

POSSIBLE STUDENT QUESTION

Why is this an unsupported claim? The passage supports making shopping easier, but gives no evidence that Sam wanted to become famous.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another goal claim that the passage does not prove.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Sam Walton's goals? Copy one sentence that proves your answer.

Go back to the reading.
What can the reader infer about Sam Walton's goals?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer a person's goal and prove it with text evidence.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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.*

“State the goal you infer, then copy the exact words that prove 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 The words **goal, easier, affordable, and families** show that **Sam wanted to help families shop more easily and spend less money.**

CHOOSE **A.** He wanted to serve customers better in his stores. Sam believed businesses should serve customers better, so he wanted to improve the shopping experience in his stores. B is an Opposite trap. C is a Not in the text trap.

SHOW The detail connects **saving money with Sam's plan for the store.** It shows he wanted customers to spend less and keep coming back.

OWN **Sam wanted families to have many shopping choices at prices they could afford.** Proof: He wanted to build a business that offered a wide variety of products at lower prices.

DEFEND **Unsupported claim with no evidence.** The sentence supports making shopping easier and more affordable, but it gives no evidence that Sam wanted to become famous.

YOUR TURN **Answers vary.** One example: Sam wanted to help families save money and improve their lives. Proof: He wanted to create a company that helped people save money and improve their lives.

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Instead of forgetting those experiences, he used them to guide his decisions as a businessman. He wanted to create a company that helped people save money and improve their lives.”

What can the reader infer about the person's goals? Use evidence.

- A** Sam wanted to help people save money and improve their lives.
- B** Sam wanted to make people spend more money and save less.
- C** Sam wanted to win sports awards and become a famous athlete.
- D** Sam wanted to help people save money because he hated school.

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Grade 3 · Cluster 5 · Inference

TEKS 3.6(F) · Inference · Week 24 of 36 · Cluster 5 · Module 4 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it includes one supported idea but adds an opposite, unrelated, or unsupported idea.

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.

The answer is A.

Sam wanted to help people save money and improve their lives. Correct.

- A** The excerpt says he used his experiences to guide his decisions and wanted to create a company that helped people save money and improve their lives.

Sam wanted to make people spend more money and save less.

- B** Opposite trap. The excerpt says Sam wanted to help people save money and improve their lives, not make them spend more and save less.

Sam wanted to win sports awards and become a famous athlete.

- C** Not in the text trap. The excerpt gives no evidence about sports, awards, or becoming an athlete.

Sam wanted to help people save money because he hated school.

- D** Unsupported claim with no evidence trap. The excerpt supports helping people save money, but it gives no evidence that Sam hated school or that this was his reason.

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Grade 3 · Cluster 5 · Inferencing

TEKS 3.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer how Amina's mood shifts.

I can connect what Amina does to what she feels.

I can check each answer for proof and traps.

THIS WEEK'S FOCUS

Inferencing

from “Crash”

An **inference** is an idea the author does not say directly, but clues support it. STAAR asks: **What can the reader infer about the main character after the crash in this part of the text?** This week we will spot **Opposite**, **misreads awareness**, **Not in the text**, and **Misreads a detail** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 6 • Inferencing

TEKS 3.6(F) • Inferencing • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

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 will make inferences about Amina by using clues from the story.”

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

“We will track how Amina’s mood shifts after the crash and use evidence to support each inference.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 1 . a class or student copy of "Crash" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated in the passage.

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 about Amina's feelings."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Amina after the crash?** Find the clue words.

"Amina's heart started to race. Everyone turned to look at the broken jar."

I CAN | I can notice exact words that support an inference about Amina.

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Grade 3 · Cluster 6 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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 about Amina's feelings."

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

"The author does not say Amina felt nervous. Her racing heart and all the eyes help us infer it."

▶ Read the sentences twice. Students underline heart started to race and everyone turned to look.

ANSWER KEY: Amina feels nervous because her heart races and everyone looks.

CHECK FOR UNDERSTANDING

Ask which words show Amina's nervous feeling.

COMMON MISCONCEPTION

Students may choose broken jar alone. That tells what happened, not how Amina felt.

POSSIBLE STUDENT QUESTION

How do the clues show a feeling?
They help us make an idea the author does not state directly.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding feeling clues. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina might do next because she feels nervous.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Amina after the crash?** Pick the answer the text proves.

"Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said."

- A** Amina feels proud right after the crash • **B** Amina decides to tell her teacher the truth • **C** Amina plans to grow plants at home

I CAN | I can choose the best inference and avoid answers that twist the clues.

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Grade 3 · Cluster 6 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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 inference the text proves."

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

"A deep breath and raised hand show Amina is getting ready to speak honestly."

▶ *Students choose the best inference, then name the trap in one wrong choice.*

ANSWER KEY: B. Amina decides to tell her teacher the truth.

CHECK FOR UNDERSTANDING

Ask which words prove Amina will speak.

COMMON MISCONCEPTION

Students may choose that Amina feels proud. That feeling comes later, after she tells the truth.

POSSIBLE STUDENT QUESTION

Why is a choice with one true story word not always right? The whole choice must match the clues.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what changes from Amina's nervous feeling to her honest action.

TODAY'S THINKING JOB

SHOW

"I can show how evidence proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Amina accepts responsibility?** Explain how it proves the inference.

"I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

I CAN | I can explain how Amina's words support the inference that she accepts responsibility.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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 how evidence proves an inference."

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

"Strong evidence does more than repeat the inference. It shows exactly how the text proves it."

▶ *Students underline Amina's action words and explain them with because.*

ANSWER KEY: Amina names her action and admits the mistake.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves responsibility because...

COMMON MISCONCEPTION

Students may say only that Amina is sorry. Push them to explain the action she admits.

POSSIBLE STUDENT QUESTION

Why is I bumped the table stronger than I'm sorry? It tells what Amina did.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof. Keep the demand at this level.

RAISE THE THINKING

Ask how the evidence would change if Amina blamed someone else.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Amina after she tells the truth?** Write your inference and one piece of proof.

"Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.""

I CAN | I can write an inference about Amina and support it with exact text evidence.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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 make an inference and prove it."

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

"Your inference should go one step beyond the words, and your proof should point back to the story."

▶ *Students write one inference and copy one proof phrase from the sentence.*

ANSWER KEY: Amina learns that being honest shows responsibility. Proof: being honest shows responsibility.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy only Mrs. Ramirez's statement. They need to explain what Amina can learn.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to words that prove it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Amina's feeling may change after Mrs. Ramirez responds.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Amina feels proud and does not need to tell the truth.** Explain why it is a trap and name the trap.

"Amina felt proud. She had made a mistake, but her honesty helped make things right."

I CAN | I can use exact evidence to explain why a trap answer is wrong.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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 against a trap."

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

"This trap flips the meaning. Amina does feel proud, but she feels proud because she is honest."

▶ Students name the trap and underline the words that disprove the wrong answer.

ANSWER KEY: Opposite, misreads awareness. Amina tells the truth, and her honesty helps make things right.

CHECK FOR UNDERSTANDING

Ask which words show the wrong answer is opposite.

COMMON MISCONCEPTION

Students may accept the choice because it includes the true feeling proud. The rest of the answer is wrong.

POSSIBLE STUDENT QUESTION

Can part of an answer be true and the whole answer still be wrong? Yes, if the full idea conflicts with the evidence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite the trap as a supported inference.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Amina at the end? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Amina at the end?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and support it with exact evidence.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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.*

“Write the inference, then copy the exact words that prove 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 Her heart started to race, and everyone turned to look. These clues show Amina felt nervous.

CHOOSE B. Amina decides to tell her teacher the truth. She takes a deep breath, raises her hand, and admits what happened. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW Amina says she bumped the table and knocked the jar over. She names her action and admits the mistake, so she accepts responsibility.

OWN Amina learns that honesty shows responsibility. Mrs. Ramirez thanks her for telling the truth and says honesty shows responsibility.

DEFEND Opposite, misreads awareness. Amina feels proud because she told the truth, so saying she does not need to tell the truth twists the passage.

YOUR TURN Answers vary. One example: Amina feels proud because her honesty helped make things right. Proof: She had made a mistake, but her honesty helped make things right.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Amina took a deep breath and raised her hand. “I’m sorry, Mrs. Ramirez,” she said. “I bumped the table and knocked it over. I didn’t mean to.””

What can the reader infer about the main character after the crash in this part of the text?

- A** Amina hides the mistake from her teacher.
- B** Amina plans to take the plant home.
- C** Amina feels proud about breaking the jar.
- D** Amina chooses to be honest about the mistake.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 25 of 36 · Cluster 6 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first answer because it notices that Amina knew about the mistake but ignores that she tells the truth.

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.

The answer is D.

- A Amina hides the mistake from her teacher.**
Opposite, misreads awareness trap. Amina thinks about staying quiet, but she raises her hand and tells the truth.
- B Amina plans to take the plant home.**
Not in the text trap. The passage never says Amina plans to take the plant home.
- C Amina feels proud about breaking the jar.**
Misreads a detail trap. Amina feels proud later because her honesty helped make things right, not because she broke the jar.
- D Amina chooses to be honest about the mistake. Correct.**
Amina raises her hand and admits that she bumped the table and knocked over the jar.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference about a lesson by using clues from the story.

I can connect a character's choice to what the character learned.

I can check each answer to be sure the text supports it.

THIS WEEK'S FOCUS

Inferencing

from “Crash”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Watch for **Wrong motive for a true action**, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 6 • Inferencing

TEKS 3.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

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 will make inferences about a lesson a character learns. We will use the character's choice and the results that follow.”

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

“We will practice the STAAR question: What can the reader infer about the main character based on the choice made at the end? We will also spot trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 2 . a class or student copy of "Crash" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how Amina's choice and the result help prove her lesson.

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 a clue about what Amina learned."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Find the clue words.

"She knew she would remember this lesson for a long time."

I CAN | I can notice exact words that help me infer a lesson Amina learned.

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Grade 3 · Cluster 6 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · 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 a clue about what Amina learned."

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

"Amina plans to remember the lesson. That clue helps us think about what she learned."

▶ *Read the sentence twice. Students underline remember this lesson.*

ANSWER KEY: Remembering the lesson shows the event taught Amina something important.

CHECK FOR UNDERSTANDING

Ask students which words show the lesson mattered to Amina.

COMMON MISCONCEPTION

Students may name what happened instead of what Amina learned.

POSSIBLE STUDENT QUESTION

Why does remember matter? It shows the lesson matters to Amina.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the lesson clue. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson Amina might remember.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference about Amina that the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Pick the answer the text proves.

"Sometimes it takes courage to admit a mistake."

A She learned that honesty takes courage • **B** She told the truth to earn praise • **C** She was never worried about trouble

I CAN | I can choose the best lesson inference and reject answers that do not fit the text.

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Grade 3 • Cluster 6 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • 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 an inference about Amina that the text supports."

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

"Amina admits her mistake even though she feels scared. Look for the choice and its result."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: A. She learned that honesty takes courage.

CHECK FOR UNDERSTANDING

Ask which choice is supported by Amina telling the truth.

COMMON MISCONCEPTION

Students may choose that Amina told the truth to earn praise. The text shows honesty, not a desire for praise.

POSSIBLE STUDENT QUESTION

What makes an inference best? It fits the character's choice and the text clues.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Amina's feelings change after she tells the truth.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Amina learned to take responsibility?** Explain how it proves the inference.

"She took a deep breath and raised her hand."

I CAN | I can explain how Amina's action proves what she learned.

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Grade 3 · Cluster 6 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · 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 how a detail supports an inference."

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

"The evidence must show Amina making the responsible choice."

▶ *Have students underline raised her hand and explain what that action means.*

ANSWER KEY: Raising her hand shows Amina chose to admit the mistake.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves responsibility because...

COMMON MISCONCEPTION

Students may copy the detail without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

Why is this better than the crash detail? It shows Amina's choice after the accident.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the proof. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina might have done if she had not learned responsibility.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Write your inference and one piece of proof.

"However, telling the truth had helped solve the problem."

I CAN | I can connect Amina's choice to the lesson she learned and support it with text evidence.

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Grade 3 · Cluster 6 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · 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 write an inference and prove it."

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

"Write what Amina learned, then use the sentence to prove your thinking."

▶ *Students write one inference and copy one exact proof sentence.*

ANSWER KEY: Amina learned honesty helps solve problems. Proof: "However, telling the truth had helped solve the problem."

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that Amina broke the jar. That is a fact, not the lesson.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The text must connect her choice to its result.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the classmates' help connects to Amina's lesson.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Amina told the truth because she wanted Mrs. Ramirez to praise her.** Explain why it is a trap and name the trap.

"Instead, she seemed proud that Amina had admitted what happened."

I CAN | I can explain why a true detail does not prove the wrong motive.

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Grade 3 · Cluster 6 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · 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 against a trap."

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

"This trap names a real result but changes Amina's reason for acting."

▶ Students name the trap and explain why praise was not Amina's motive.

ANSWER KEY: Wrong motive for a true action. Mrs. Ramirez's pride came after Amina told the truth.

CHECK FOR UNDERSTANDING

Ask whether the passage says Amina expected praise before speaking.

COMMON MISCONCEPTION

Students may accept the answer because Mrs. Ramirez seemed proud after Amina told the truth.

POSSIBLE STUDENT QUESTION

Can an answer use a true detail and still be wrong? Yes, if it gives the wrong reason.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a wrong motive. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina was thinking before she raised her hand.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the main character based on the choice made at the end? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about the main character based on the choice made at the end?
Write the lesson she learned. Then copy one sentence that proves it.

I CAN | I can infer a lesson Amina learned and support it with text evidence.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · 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.*

“Use Amina's choice and what happened next to infer her lesson. Then prove it with exact words from the 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.

Answers, across the five thinking levels.

NOTICE Amina will remember the lesson for a long time. This shows the event taught her something important.

CHOOSE A. She learned that honesty takes courage. She felt scared but raised her hand and admitted the mistake. B is a Wrong motive for a true action trap. C is an Opposite trap.

SHOW Amina chooses to speak up after thinking about staying silent. Raising her hand shows she takes responsibility for the accident.

OWN Amina learned that telling the truth can help solve a problem. Proof: "However, telling the truth had helped solve the problem."

DEFEND Wrong motive for a true action. Mrs. Ramirez seemed proud after Amina told the truth, but the text shows Amina was worried and knew honesty was the right choice. The pride was a result, not her motive.

YOUR TURN Answers vary. One example: Amina learned that honesty and responsibility help make things right. Proof: She had made a mistake, but her honesty helped make things right.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem.”

What can the reader infer about the main character based on the choice made at the end?

- A** Amina told the truth to win a class prize.
- B** Amina learned that honesty helps solve problems.
- C** Amina told the truth because she wanted praise.
- D** Amina was never worried about getting in trouble.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 26 of 36 · Cluster 6 · Module 2 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may choose the praise answer because Mrs. Ramirez seemed proud after Amina told the truth.

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.

The answer is B.

- A Amina told the truth to win a class prize.**
Not in the text trap. The passage does not say Amina told the truth to win a prize.
- B Amina learned that honesty helps solve problems. Correct.**
She was worried about getting in trouble, but telling the truth helped solve the problem.
- C Amina told the truth because she wanted praise.**
Wrong motive for a true action trap. Amina did tell the truth, but the passage does not say she wanted praise. It shows she knew telling the truth was the right choice.
- D Amina was never worried about getting in trouble.**
Opposite trap. The passage says Amina worried about getting in trouble.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 26 of 36 · Cluster 6 · Module 2 · 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 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can notice clues about what Elena sees and understands.

I can make an inference about how Elena helps others.

I can use exact proof from the passage to support my answer.

THIS WEEK'S FOCUS

Inferencing

from “The Good Citizen”

An **inference** is an idea the author does not say out loud, but clues in the text support it. STAAR asks:

What can the reader infer about how the main character helps others? Watch for **Not in the text**, **True but not the answer**, and **Plausible but unsupported** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 6 • Inferencing

TEKS 3.6(F) • Inferencing • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

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 will make inferences about how Elena helps others. An inference is an idea the text proves without saying it directly.”

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

“We will notice clues, choose the best inference, show the proof, write our own inference, and defend against a 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 Inferencing slide deck for Cluster 6 Module 3 . a class or student copy of "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated directly.

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 a clue about Elena's help."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the main character helps others?** Find the clue words.

"Elena's job was simple but important."

I CAN | I can notice exact words that support an inference about Elena.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · 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 a clue about Elena's help."

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

"The word important tells us Elena's work matters to the dogs."

▶ *Read the sentence twice. Students underline simple but important.*

ANSWER KEY: Simple but important shows her work matters.

CHECK FOR UNDERSTANDING

Ask what the word important helps us infer.

COMMON MISCONCEPTION

Students may think simple means unimportant.

POSSIBLE STUDENT QUESTION

Why can a simple job matter? It can help someone or something.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a clue. Keep the demand at this level.

RAISE THE THINKING

Ask how the clue connects to the dogs.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how the main character helps others?** Pick the answer the text proves.

"She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe."

- A** She helps dogs by taking them home each week. • **B** She helps dogs by refusing to care for them. • **C** She helps dogs by meeting their daily needs.

I CAN | I can choose the inference that best matches Elena's actions.

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Grade 3 · Cluster 6 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · 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 an inference the text supports."

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

"Look at all of Elena's jobs. The best answer should match more than one action."

▶ *Students choose privately. Then partners name the proof words.*

ANSWER KEY: C. She helps dogs by meeting their daily needs.

CHECK FOR UNDERSTANDING

Ask which actions prove the correct choice.

COMMON MISCONCEPTION

Students may focus only on Elena playing with Rusty.

POSSIBLE STUDENT QUESTION

Why use more than one clue?
Several clues make the inference stronger.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing supported meaning. Keep the demand at this level.

RAISE THE THINKING

Ask which choice uses the most evidence.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Elena helps dogs responsibly?** Explain how it proves the inference.

"Each Saturday, Elena followed the same routine."

I CAN | I can explain how a repeated action proves Elena is responsible.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · 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 how a detail supports an inference."

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

"A routine is a set of actions someone repeats. Repeating her jobs shows dependability."

▶ *Have students circle same routine and explain the connection with because.*

ANSWER KEY: Her repeated routine proves dependable help.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Elena is responsible because...

COMMON MISCONCEPTION

Students may restate the sentence without explaining it.

POSSIBLE STUDENT QUESTION

Why does repeating the routine matter? It shows Elena can be counted on.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask which other detail supports the same inference.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Elena helps others after her mistake?** Write your inference and one piece of proof.

"Before leaving, Elena carefully checked every kennel."

I CAN | I can connect Elena's action after her mistake to a larger idea.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · 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 write an inference and support it."

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

"Look at what Elena does after she returns. Her actions show she learned from her mistake."

▶ *Students write an inference and copy one proof sentence.*

ANSWER KEY: She checks carefully so the dogs are cared for.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may say only that Elena made a mistake.

POSSIBLE STUDENT QUESTION

How do I make an inference? Use the action plus what it shows.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Elena's actions change after the mistake.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Elena helps others by finding permanent homes for the dogs.** Explain why it is a trap and name the trap.

"Everyone shared the same goal: helping the animals stay healthy and happy until they found permanent homes."

I CAN | I can use the text to explain why a tempting answer is unsupported.

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Grade 3 · Cluster 6 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · 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 against a trap."

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

"This answer sounds possible because Elena helps dogs, but the passage does not say she finds their homes."

▶ Students name the trap and point to the words that show what the passage actually says.

ANSWER KEY: Plausible but unsupported. The text does not prove that Elena finds permanent homes for the dogs.

CHECK FOR UNDERSTANDING

Ask which part of the answer the passage does not prove.

COMMON MISCONCEPTION

Students may think a shelter volunteer finds homes for the dogs.

POSSIBLE STUDENT QUESTION

Why is this a trap? The passage says the dogs were waiting for homes, but it does not say Elena found them.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace finding permanent homes with a supported action.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how Elena helps others? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how Elena helps others?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Elena and prove it with the text.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · 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.*

“Write what Elena's actions show. Then copy the exact words that prove 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 Simple but important. Her jobs may seem small, but they help the dogs stay cared for.

CHOOSE C. She helps dogs by meeting their daily needs. She gives dogs food, water, clean kennels, exercise, and care. A is a Not in the text trap. B is an Opposite trap.

SHOW The same routine shows Elena returns each Saturday and completes her jobs. This proves she helps the dogs responsibly.

OWN Elena helps others by checking her work carefully so the dogs have what they need. Proof: Before leaving, Elena carefully checked every kennel.

DEFEND Plausible but unsupported. The passage says the dogs were waiting for permanent homes, but it never says Elena finds those homes.

YOUR TURN Answers vary. One example: Elena helps others by taking responsibility for the dogs. Proof: It meant remembering that others depended on her actions.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = 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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The next Saturday, Elena arrived at the shelter with a checklist. She carefully completed each task and marked it off when finished.”

What can the reader infer about how Elena helps others?

- A** She helps others by carefully finishing her responsibilities.
- B** She helps others by making every dog feel cheerful.
- C** She helps others by waiting for friends to guide her.
- D** She helps others by doing only the easiest jobs.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds kind or repeats a general idea about helping.

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.

INFERENCE

The answer is A.

- A** **She helps others by carefully finishing her responsibilities. Correct.**
Elena uses a checklist and completes each task, showing she does her jobs carefully.
- B** **She helps others by making every dog feel cheerful.**
Plausible but unsupported trap. The excerpt shows careful work, but it does not prove every dog feels cheerful.
- C** **She helps others by waiting for friends to guide her.**
Not in the text trap. The excerpt says Elena uses her own checklist and completes each task.
- D** **She helps others by doing only the easiest jobs.**
Opposite trap. Elena completes each task, not only the easiest jobs.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by joining clues from the story.

I can compare what different parts of a story show about honesty and responsibility.

I can use exact evidence to prove my thinking.

THIS WEEK'S FOCUS

Inferencing

from “The Good Citizen”

An **inference** is an idea the author does not say directly, but the clues support. This week we will compare ideas about honesty and responsibility. STAAR asks: **Short response: What can the reader infer about being honest and responsible from both stories? Use evidence.** Watch for **Describes one story only**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 6 • Inferencing

TEKS 3.6(F) • Inferencing • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

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 will make inferences about honesty and responsibility. We will use clues from Elena's story and the manager's lesson.”

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

“We will compare ideas, prove our thinking with evidence, and watch for answers that describe only one story or part of the text.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 4 . a class or student copy of "The Good Citizen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a true detail might still be a trap answer.

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 a clue about responsibility."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about being honest and responsible?** Find the clue words.

"She also learned that responsibility does not mean never making mistakes."

I CAN | I can notice exact words that help me infer what responsibility means.

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Grade 3 · Cluster 6 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · 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 a clue about responsibility."

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

"This clue changes how we think about responsibility. It is not about never making a mistake."

▶ *Read the sentence twice. Students underline responsibility and never making mistakes.*

ANSWER KEY: Responsibility does not mean being perfect.

CHECK FOR UNDERSTANDING

Ask students what the clue says responsibility does not mean.

COMMON MISCONCEPTION

Students may think a responsible person never makes mistakes.

POSSIBLE STUDENT QUESTION

Can a responsible person make a mistake? Yes. Responsibility means responding to the mistake well.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what action would show responsibility after a mistake.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Elena?** Pick the answer the text proves.

"She remembered measuring food for several dogs, but she could not picture herself feeding Rusty."

A Elena takes responsibility for her mistake • **B** Elena finished every task before she left • **C** Elena stayed at the park all day

I CAN | I can choose the best inference by matching it to the strongest proof.

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Grade 3 • Cluster 6 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 28 of 36 • Cluster 6 • Module 4 • 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 inference the text proves."

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

"Elena realizes she may have forgotten Rusty's food. Look for the choice that matches her next action."

▶ *Students choose privately. Then they explain which words support their choice.*

ANSWER KEY: A. Elena takes responsibility for her mistake.

CHECK FOR UNDERSTANDING

Ask which action proves Elena takes the problem seriously.

COMMON MISCONCEPTION

Students may choose that Elena finished every task because everything appeared finished.

POSSIBLE STUDENT QUESTION

Why is that wrong? She forgot Rusty's food and returned to fix it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Elena's action changes the meaning of her mistake.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Elena is honest?** Explain how it proves the inference.

"Elena nodded and explained what had happened."

I CAN | I can explain how Elena's words prove that she is honest.

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Grade 3 · Cluster 6 · Inference · Wednesday

TEKS 3.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · 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 how a detail supports an inference."

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

"The best evidence shows what Elena does when telling the truth feels hard."

▶ *Have students connect Elena's explanation to honesty using because.*

ANSWER KEY: She explains the mistake even though she expects disappointment.

CHECK FOR UNDERSTANDING

Ask students to finish: This shows Elena is honest because...

COMMON MISCONCEPTION

Students may choose that Elena feels guilty. That shows a feeling, not the strongest proof of honesty.

POSSIBLE STUDENT QUESTION

Why does her fear matter? She tells the truth even though she worries about the manager's reaction.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Elena had hidden the mistake.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Elena after her mistake?** Write your inference and one piece of proof.

"This time she moved slowly and carefully."

I CAN | I can write an inference and support it with exact evidence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · 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 make my own inference and prove it."

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

"Your inference should go beyond the sentence, but your proof must come from the story."

▶ *Students write one inference and copy one sentence or phrase that proves it.*

ANSWER KEY: Elena learns from the mistake and becomes more careful.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and then the proof.

COMMON MISCONCEPTION

Students may copy the sentence without explaining what it shows.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that prove the idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the checklist shows a change in Elena.

TODAY'S THINKING JOB

DEFEND

"I can explain why a trap answer is incomplete."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Elena learned to use a checklist.** Explain why it is a trap and name the trap.

"She realized that good citizenship was about more than completing tasks."

I CAN | I can defend a comparison answer by showing what both parts teach.

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Grade 3 · Cluster 6 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · 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 explain why a trap answer is incomplete."

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

"A detail can be true and still miss the bigger idea. This answer gives one detail from Elena's story but leaves out the manager's lesson."

▶ Students name the trap and add the larger lesson about honesty and responsibility.

ANSWER KEY: Describes one story only. The checklist is evidence, not the whole lesson.

CHECK FOR UNDERSTANDING

Ask students what bigger idea the checklist helps prove.

COMMON MISCONCEPTION

Students may accept the answer because the story really does mention a checklist.

POSSIBLE STUDENT QUESTION

Can a true detail still be a trap? Yes. It may answer only part of the question.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to combine Elena's action with the manager's words.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about honesty and responsibility? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about honesty and responsibility?

Write your inference. Then copy one sentence that proves it.

I CAN | I can compare clues and support my inference with evidence.

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Grade 3 · Cluster 6 · Inferencing

TEKS 3.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · 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.*

“Write the big idea first. Then copy exact words that prove 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 Responsibility is not about being perfect. The clue says mistakes can happen, so the reader should look for what a person does next.

CHOOSE A. Elena takes responsibility for her mistake. She remembers the missing food, returns to the shelter, and fixes the problem. B is a Misreads a detail trap. C is an Opposite trap.

SHOW Elena explains what happened even though she expects disappointment. That shows she tells the truth about her mistake.

OWN Elena learns from her mistake and becomes more careful. Proof: She moves slowly, checks the bowls, and uses a checklist the next Saturday.

DEFEND Describes one story only. The checklist is one detail from Elena's story, but the manager's lesson also says to admit mistakes, fix them, and learn.

YOUR TURN Answers vary. One example: Honest and responsible people admit mistakes and fix them. Proof: Responsibility means admitting mistakes, correcting them, and learning from them.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“She also learned that responsibility does not mean never making mistakes. Responsibility means admitting mistakes, correcting them, and learning from them.”

What can the reader infer about being honest and responsible from both stories? Use evidence.

- A** Being honest and responsible means using a checklist each week.
- B** Being honest and responsible means admitting mistakes and fixing them.
- C** Being honest and responsible means asking friends to check each task.
- D** Being honest and responsible means letting others fix your mistakes.

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Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the checklist answer because it is a true detail, but it describes Elena's story only and misses the manager's 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.

The answer is B.

Being honest and responsible means using a checklist each week.

- A** Describes one story only trap. The checklist comes from Elena's story, but the shared lesson is to admit mistakes, fix them, and learn.

Being honest and responsible means admitting mistakes and fixing them. Correct.

- B** Elena admits the mistake, returns to fix it, and learns to use a checklist so she can do better.

Being honest and responsible means asking friends to check each task.

- C** Not in the text trap. The passage never says that honest and responsible people ask friends to check each task.

Being honest and responsible means letting others fix your mistakes.

- D** Opposite trap. Elena returns and fixes her own mistake.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Inference

TEKS 3.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use picture words as clues.

I can infer what a dream is like even when the poem does not say it directly.

I can prove my inference with exact words from the poem.

THIS WEEK'S FOCUS

Inferencing

from “MLK - A Dream Can Grow”

An **inference** is an idea the poem suggests through clues. STAAR asks: **What can the reader infer about the dream described in lines 1 and 2?** Watch for **Word association** from the lines, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Inferencing

TEKS 3.6(F) • Inferencing • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

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 will infer meaning from imagery in the poem. We will use clues to understand what the dream is like.”

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

“We will practice the STAAR question pattern about the dream in lines 1 and 2. We will also learn to avoid Word association from the lines and other traps.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 1 . a class or student copy of "MLK - A Dream Can Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an image can give clues about an idea.

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 words that describe a dream."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the dream described in lines 1 and 2?** Find the clue words.

"A dream can start inside your heart, A tiny hope, a little start."

I CAN | I can notice imagery that helps me infer what a dream is like.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · 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 words that describe a dream."

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

"Picture a tiny hope starting inside someone. These words help us infer more about the dream."

▶ *Read the lines aloud. Students underline inside your heart, tiny hope, and little start.*

ANSWER KEY: A dream begins as a small, personal hope.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the dream is small.

COMMON MISCONCEPTION

Students may say the dream is already big. The words say it is tiny and just starting.

POSSIBLE STUDENT QUESTION

How can a dream be inside your heart? The poet uses imagery to show a dream begins as a feeling or hope.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding imagery clues. Keep the demand at this level.

RAISE THE THINKING

Ask what the tiny start might become later.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the dream described in lines 1 and 2?** Pick the answer the poem proves.

"A voice can speak, a child can hear, And suddenly the dream feels near. One hopeful word can travel through, Until another dreams it too."

- A** A dream stays hidden from other people. • **B** Hopeful words can help a dream spread. • **C** A child writes the dream in a notebook.

I CAN | I can choose the inference that fits the imagery and proof words.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 29 of 36 • Cluster 7 • 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 inference the poem supports."

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

"The best inference explains how a hopeful dream moves from one person to another."

▶ Students choose an answer, then point to the words that prove it.

ANSWER KEY: B. Hopeful words can help a dream spread.

CHECK FOR UNDERSTANDING

Ask which words show the dream can spread.

COMMON MISCONCEPTION

Students may choose an answer because it repeats one word. The whole idea must fit the lines.

POSSIBLE STUDENT QUESTION

Why is a repeated word not enough? The answer must match what the whole sentence means.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how one voice can help another person dream.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that a dream can spread?** Explain how it proves the idea.

"One hopeful word can travel through, Until another dreams it too."

I CAN | I can connect exact imagery to an inference about how a dream spreads.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · 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 how a detail proves an inference."

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

"Evidence must do more than sound related. It must explain how the dream spreads."

▶ *Students circle travel through and another dreams it too, then add because.*

ANSWER KEY: One hopeful word reaches another person and inspires another dream.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves the dream spreads because...

COMMON MISCONCEPTION

Students may copy the detail without explaining it. Require the because.

POSSIBLE STUDENT QUESTION

Why does another matter? It shows the dream reaches more than one person.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof. Keep the demand at this level.

RAISE THE THINKING

Ask where the dream might travel next in the poem.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people help a dream grow?** Write your inference and one piece of proof.

"Together we can help it grow, By sharing kindness as we go."

I CAN | I can make my own inference and support it with exact words from the poem.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inference · Thursday

TEKS 3.6(F) · Inference · Week 29 of 36 · Cluster 7 · 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 write an inference and prove it."

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

"Your inference goes one step beyond the words, but the words must support it."

▶ *Students write an inference and copy the proof words from the lines.*

ANSWER KEY: People help dreams grow through teamwork and kindness.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that people share kindness. Add what that kindness helps do.

POSSIBLE STUDENT QUESTION

How do I know my inference is too big? If the poem does not support it, it goes beyond the text.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how together changes the meaning of the lines.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The dream stays inside one person's heart.** Explain why it is a trap and name the trap.

"One hopeful word can travel through, Until another dreams it too."

I CAN | I can use a quote to explain why a tempting answer is not supported.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · 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 against a trap."

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

"This trap grabs one image and ignores the poem's larger meaning."

▶ Students name the trap and use the sentence to disprove the wrong answer.

ANSWER KEY: Word association from the lines. The dream travels to another person.

CHECK FOR UNDERSTANDING

Ask which words show the dream does not stay with one person.

COMMON MISCONCEPTION

Students may accept the answer because heart appears in the poem. One matching phrase does not prove the whole answer.

POSSIBLE STUDENT QUESTION

Why is this a trap? It uses a real image but ignores the clue that the dream travels.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another word association trap from tiny hope.

Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about how a dream grows? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how a dream grows?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with words from the poem.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · 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.*

“Make your inference, then prove it with exact words from the poem.”

▶ *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 The clue words are inside your heart, tiny hope, and little start. They show that a dream begins small and personal.

CHOOSE B. Hopeful words can help a dream spread. The words hopeful word, travel through, and another dreams it too show that hope spreads. A is an Opposite trap. C is a Not in the text trap.

SHOW The words travel through and another dreams it too show that one person's hope can reach another person.

OWN People help a dream grow by working together and sharing kindness. The proof is together and sharing kindness.

DEFEND Word association from the lines. The wrong answer grabs the words inside your heart, but this quote shows the dream travels to another person.

YOUR TURN Answers vary. One example: A dream grows when people share hope and kindness. Proof: Together we can help it grow, By sharing kindness as we go.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“A dream can start inside your heart, A tiny hope, a little start. It may begin as just one thought, A wish for all the good we sought.”

What can the reader infer about the dream described in lines 1 and 2?

- A** The dream is finished before it can begin at all.
- B** The dream begins with a child holding a bright balloon.
- C** The dream is only a wish inside one person's heart.
- D** The dream begins as a small hope in someone's heart.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 29 of 36 · Cluster 7 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a word from the excerpt without checking the whole meaning.

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.

The answer is D.

- A The dream is finished before it can begin at all.**
Opposite trap. The poem says the dream can start and may begin, so it is not finished yet.
- B The dream begins with a child holding a bright balloon.**
Not in the text trap. The poem mentions a child, but it does not say the child is holding a balloon.
- C The dream is only a wish inside one person's heart.**
Word association from the lines trap. It repeats wish and heart from the lines but ignores that the dream can reach other people.
- D The dream begins as a small hope in someone's heart. Correct.**
The poem calls it a tiny hope and a little start inside your heart.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 29 of 36 · Cluster 7 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect clues from different stanzas to make an inference.

I can use the poem's words to support my thinking.

I can check that my inference does not go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “MLK - A Dream Can Grow”

An **inference across stanzas** is an idea I make by connecting clues from different parts of the poem. STAAR asks: **What does the poem suggest about what people can give to others?** This week we will watch for **Opposite**, **Too narrow**, and the featured **Goes beyond the text** trap.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Inferencing

TEKS 3.6(F) • Inferencing • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

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 to infer across stanzas. We will connect clues to understand what people can give to others.”

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

“Each day we will use a STAAR question pattern, support our thinking with proof, and watch for answers that go beyond the text.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 2 . a class or student copy of “MLK - A Dream Can Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how two stanzas can work together to prove one inference.

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 clue words in a poem."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the poem suggest about what people can give to others?** Find the clue words in the first stanza.

"A steady voice rose strong and clear, And somehow brought the future near."

I CAN | I can notice words that help me infer what people can give.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · 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 clue words in a poem."

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

"The voice does more than make sound. It brings the future near, so it gives people hope."

▶ *Read the sentence aloud. Students underline strong and clear and brought the future near.*

ANSWER KEY: The voice brings hope about the future.

CHECK FOR UNDERSTANDING

Ask students which words show what the voice gives.

COMMON MISCONCEPTION

Students may say the voice gives music. The clue points to hope about the future.

POSSIBLE STUDENT QUESTION

How can a voice bring the future near? It can make people believe in a better future.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clues about what people can give. Keep the demand at this level.

RAISE THE THINKING

Ask what later stanza shows this hope growing.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the poem suggest about what people can give to others?** Pick the answer the poem proves.

"But this one traveled through the air, And somehow everyone could share."

- A** People can share hope with many others • **B** People can make every dream come true • **C** People can keep hope only to themselves

I CAN | I can choose the inference that connects clues across stanzas.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 30 of 36 • Cluster 7 • Module 2 • 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 inference the poem supports."

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

"The dream travels and everyone can share it. Look for the choice that matches this idea."

▶ *Have students choose privately. Then ask partners to point to the proof words.*

ANSWER KEY: A. People can share hope with many others.

CHECK FOR UNDERSTANDING

Ask which words show that many people can receive the dream.

COMMON MISCONCEPTION

Students may choose an answer about a private dream. Check the word everyone.

POSSIBLE STUDENT QUESTION

Why is everyone important? It shows the dream can reach many people.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this clue connects to the first stanza.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that people can pass hope to others?** Explain how it proves the inference.

"It moved through voices, row by row, And planted hope so it could grow."

I CAN | I can explain how a detail from one stanza supports an idea across the poem.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · 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 how a detail proves an inference."

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

"The detail shows hope moving through voices. That proves people can pass hope to others."

▶ *Students circle moved through voices and planted hope. Ask them to explain the connection.*

ANSWER KEY: Hope moves through voices and grows.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves people can give hope because...

COMMON MISCONCEPTION

Students may only repeat the detail. They must explain how it proves the inference.

POSSIBLE STUDENT QUESTION

Why does planted help us infer growth? A planted seed can grow, just as shared hope can grow.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this stanza connects to the last stanza.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the poem suggest about what people can give to others?** Write your inference and one piece of proof.

"I carry it when I choose what's right, And help another heart feel light."

I CAN | I can connect the speaker's actions to an inference about giving to others.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · 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 make my own inference and prove it."

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

"The speaker chooses what is right and helps another heart feel light.

That means the speaker gives comfort through daily actions."

▶ *Students write an inference and copy one proof phrase from the sentence.*

ANSWER KEY: The speaker shares hope through kind actions.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the inference.

COMMON MISCONCEPTION

Students may say only that the speaker chooses what is right. Push them to explain how this helps another heart feel light.

POSSIBLE STUDENT QUESTION

Does carry it mean the speaker holds an object? No. It means the speaker lives out the dream.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the next stanza gives another example of carrying the dream.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **People can make every problem disappear forever.** Explain why it is a trap and name the trap.

"A dream grows stronger when we share, Through thoughtful words and acts of care."

I CAN | I can use exact evidence to show when an answer goes beyond the poem.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · 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 against a trap."

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

"This answer sounds powerful, but it adds an idea the poem never proves. That is the Goes beyond the text trap."

▶ *Students name the trap and cite the sentence that limits the idea to shared care and a stronger dream.*

ANSWER KEY: Goes beyond the text. The poem supports stronger dreams, not every problem disappearing forever.

CHECK FOR UNDERSTANDING

Ask students which words show what sharing actually does.

COMMON MISCONCEPTION

Students may accept the answer because the poem talks about hope. Hope does not prove that every problem disappears.

POSSIBLE STUDENT QUESTION

How do I know an answer goes beyond the text? The passage has no clue for that larger claim.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask students to make a smaller answer that the poem does support.

Make an inference on your own.

Go back to the reading. Answer: What does the poem suggest about what people can give to others? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does the poem suggest about what people can give to others?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the poem.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · 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.*

“Write what you infer, then copy the exact words that prove 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 strong and clear; brought the future near.
The voice gives hope about the future.

CHOOSE A. People can share hope with many others.
The dream travels through the air and everyone can share it, showing that hope can reach many people. B is a Goes beyond the text trap. C is an Opposite trap.

SHOW Moved through voices and planted hope.
The hope passes from person to person and grows.

OWN The speaker can give hope and comfort through kind choices. The words choose what's right and help another heart feel light show that the speaker helps someone feel better.

DEFEND Goes beyond the text. The poem says shared care makes a dream stronger, but it never says every problem disappears forever.

YOUR TURN Answers vary. One example: People can give hope through thoughtful words and acts of care. Proof: A dream grows stronger when we share, Through thoughtful words and acts of care.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

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.

READ THIS PASSAGE EXCERPT.

“A dream grows stronger when we share, Through thoughtful words and acts of care. Dr. King spoke hope for us to see, And now that dream is part of me.”

What does the poem suggest about what people can give to others?

- A** People can give hope to make every dream come true.
- B** People can give hope through caring words and actions.
- C** People can give hope only to themselves, not others.
- D** People can give hope only while at school.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 30 of 36 · Cluster 7 · Module 2 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the wrong answer because it sounds helpful without checking whether the poem proves 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.

The answer is B.

People can give hope to make every dream come true.

- A** Goes beyond the text trap. The poem says caring words and acts of care make a dream stronger, but it never promises that every dream will come true.

People can give hope through caring words and actions. Correct.

- B** The excerpt says sharing through thoughtful words and acts of care makes a dream stronger, and it connects that dream with hope.

People can give hope only to themselves, not others.

- C** Opposite trap. The poem says everyone can share the dream, so hope is not limited to one person.

People can give hope only while at school.

- D** Too narrow trap. School is one place where the speaker carries the dream, but the poem also shows hope shared through other caring actions.

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Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer the poet's hope by using clues from the poem.

I can connect the poet's words about helping to a bigger idea about the future.

I can check that my inference is supported by exact words from the poem.

THIS WEEK'S FOCUS

Inferencing

from “What Will You Give?”

An **inference** is an idea the poet does not say directly, but the clues support. STAAR asks: **What can the reader infer about the poet's hope for the future?** We will watch for traps such as **Not in the text**, **Opposite**, and **Plausible but unsupported**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Inferencing

TEKS 3.6(F) • Inferencing • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

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 to infer a poet's hope by using clues from the poem.”

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

“Each day we will notice clues, choose the best inference, show proof, write our own inference, and defend against a trap.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how a clue can prove an idea the poet does not say directly.

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 about the poet's hope."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the poet's hope for the future?** Find the clue words.

"The invitation still rings true: There always may be work to do. Sometimes it starts not far away, But three short desks from yours today."

I CAN | I can notice exact words that support an inference about the poet's hope.

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Grade 3 · Cluster 7 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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 about the poet's hope."

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

"The poet says the invitation still rings true. That means the message still matters now and in the future."

▶ *Read the lines twice. Students underline still rings true and always may be work to do.*

ANSWER KEY: The invitation still matters because people can keep helping others.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show the message continues.

COMMON MISCONCEPTION

Students may choose only the word invitation. The clue must support the bigger hope.

POSSIBLE STUDENT QUESTION

What does "still rings true" mean?
The message remains important.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what future action the clue encourages.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the poet's hope for the future?** Pick the answer the poem proves.

**"So when I wonder where to start, I'll look nearby and use my heart.
The invitation asks of me: "What will your contribution be?""**

- A** People will work so others know their fame • **B** People will cross every border to help others • **C** People will keep helping others in the future

I CAN | I can choose the inference about the poet's hope that the poem best supports.

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Grade 3 · Cluster 7 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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 inference the poem proves."

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

"The poet asks what each person will contribute. Look for the choice that matches this call to help."

▶ *Students choose privately, then tell a partner which words support their choice.*

ANSWER KEY: C. People will keep helping others in the future.

CHECK FOR UNDERSTANDING

Ask a student which words prove the poet hopes people will help.

COMMON MISCONCEPTION

Students may choose that the poet wants people to become famous. The poem rejects fame.

POSSIBLE STUDENT QUESTION

Why is helping nearby important? The poem says a contribution can begin close to us.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the question at the end affects the reader.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that ordinary people can help others?** Explain how it proves the idea.

"They could pick litter from the ground, Or welcome someone new in town. They could collect or plant or share, And show a lonely person care."

I CAN | I can explain how exact details prove that ordinary people can help others.

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Grade 3 · Cluster 7 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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 how a detail supports an inference."

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

"The poem gives everyday actions. These actions show that helping does not require special power or fame."

▶ *Students circle two actions and explain how each one helps someone.*

ANSWER KEY: Everyday actions prove ordinary people can help others.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves ordinary people can help because...

COMMON MISCONCEPTION

Students may say the lines are just a list. Explain what the list shows about helping.

POSSIBLE STUDENT QUESTION

Why do these small actions matter? They can bring comfort, help, or care to others.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask which action could help someone in our classroom.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the poet's hope for the future?** Write your inference and one piece of proof.

**"So when I wonder where to start, I'll look nearby and use my heart.
The invitation asks of me: "What will your contribution be?""**

I CAN | I can explain the poet's hope and support it with exact words from the poem.

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Grade 3 · Cluster 7 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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 write an inference and prove it."

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

"Write what the poet hopes will happen. Then copy words that prove your idea."

▶ *Students write an inference and copy one piece of proof on the OWN row.*

ANSWER KEY: The poet hopes everyone will contribute and help others.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof.

COMMON MISCONCEPTION

Students may copy the lines without explaining the hope. Add what the lines show.

POSSIBLE STUDENT QUESTION

How do I know my inference is strong?
The poem must give clues that support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the poet includes the reader in the hope.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The poet hopes everyone will volunteer overseas.** Explain why it is a trap and name the trap.

"Soon other hands would answer too, And choose important work to do. Young volunteers crossed seas so wide, To work with communities side by side."

I CAN

I can use the poem to explain why a tempting answer is unsupported.

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Grade 3 · Cluster 7 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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 against a trap."

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

"This answer sounds possible because the poem mentions volunteers crossing seas. But that one example does not prove that everyone should go overseas."

▶ Students name the trap and explain why one example does not prove a hope for everyone.

ANSWER KEY: Plausible but unsupported. The poem gives one example of volunteers crossing seas, but it does not say everyone should volunteer overseas.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and read the proof.

COMMON MISCONCEPTION

Students may treat one example as the poet's whole hope. Explain that the poet also describes helping nearby.

POSSIBLE STUDENT QUESTION

Why is this answer tempting? The poem mentions volunteers crossing seas, but it does not say everyone should go overseas.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to change the wrong answer into a supported inference.

Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about the poet's hope for the future? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about the poet's hope for the future?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the poet's hope and prove it with the poem.

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Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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.*

“Write the poet's hope first. Then copy the exact words that prove 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 The clues are “still rings true,” “always may be work to do,” and “not far away.” They show the poet hopes people will keep helping others.

CHOOSE C. People will keep helping others in the future. The poet says the invitation still rings true and asks what each person's contribution will be. A is an Opposite trap. B is a Plausible but unsupported trap.

SHOW The everyday actions show that anyone can help. Picking litter, welcoming someone, and showing care are small actions that help others.

OWN The poet hopes people will find ways to help others, even nearby. The question about each person's contribution shows that everyone can take part.

DEFEND Plausible but unsupported. The poem gives one example of young volunteers crossing seas, but it does not say everyone should volunteer overseas. The poet hopes people will find ways to help wherever they are.

YOUR TURN Answers vary. One example: The poet hopes people will keep finding ways to help others. Proof: The invitation still rings true: There always may be work to do.

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Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = 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.

READ THIS PASSAGE EXCERPT.

“The invitation still rings true: There always may be work to do. Sometimes it starts not far away, But three short desks from yours today.”

What can the reader infer about the poet's hope for the future?

- A** The poet hopes people will stop helping others.
- B** The poet hopes people will help in faraway places.
- C** The poet hopes people will keep helping others.
- D** The poet hopes people will help their classmates only.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 31 of 36 · Cluster 7 · Module 3 · 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

Choosing a wrong choice because it repeats one detail without matching the poet's bigger 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.

The answer is C.

- A The poet hopes people will stop helping others.**
Opposite trap. The excerpt says there always may be work to do.
- B The poet hopes people will help in faraway places.**
Plausible but unsupported trap. The excerpt says help may start not far away, but it does not say help must happen in faraway places.
- C The poet hopes people will keep helping others. Correct.**
The invitation still rings true, and there is always work to do, so the poet hopes helping will continue.
- D The poet hopes people will help their classmates only.**
Too narrow trap. Three short desks are one nearby example, not the whole hope.

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Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare clues before I choose an inference.

I can use proof from both parts of the poem.

I can spot answers that overstate one small detail.

THIS WEEK'S FOCUS

Inferencing

from “What Will You Give?”

Evaluating competing inferences: An **inference** is an idea the poem supports without saying it directly. STAAR asks, **Which inference about the speaker is best supported by both poems?** We will compare clues and watch for **Not in the text**, **True but not the answer**, and **Overstated from a small detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 7 • Inferencing

TEKS 3.6(F) • Inferencing • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

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 will compare inferences and choose the one the poem truly supports. We will look for clues about giving, service, and helping others.”

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

“We will also defend our thinking. Some trap answers stretch one small detail into a claim the poem does not support.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain how an inference is different from a detail stated directly.

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 clue words about giving."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which inference about the speaker is best supported by both poems?** Find the clue words.

"Not only, "What can come to me?" But, "What can my contribution be?""

I CAN | I can notice words that show what the speaker is learning.

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Grade 3 · Cluster 7 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · 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 clue words about giving."

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

"The speaker asks about giving, not only receiving. That clue points to service."

▶ *Read the lines twice. Students underline contribution and receiving.*

ANSWER KEY: The speaker is thinking about how to help.

CHECK FOR UNDERSTANDING

Ask: Which word shows the speaker's part in helping?

COMMON MISCONCEPTION

Students may focus only on receiving. The speaker moves toward giving.

POSSIBLE STUDENT QUESTION

Why is contribution a clue? It means something a person gives or does to help.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clues about service. Keep the demand at this level.

RAISE THE THINKING

Ask what bigger idea these questions support.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Which inference about the speaker is best supported by both poems?** Pick the answer the poems prove.

"So first, before I wait to see What everyone will do for me, I'll look around and choose to live By asking this: What will I give?"

- A** The speaker waits for everyone else to help first. • **B** The speaker chooses to help others before waiting. • **C** The speaker hopes to become famous for helping others.

I CAN | I can compare choices and select the inference supported by the strongest clues.

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Grade 3 • Cluster 7 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 32 of 36 • Cluster 7 • Module 4 • 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 inference the poem proves."

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

"The speaker does not wait for others first. The speaker chooses to give."

- ▶ *Students choose an answer, then explain which words prove it.*

ANSWER KEY: B. The speaker chooses to help others before waiting.

CHECK FOR UNDERSTANDING

Ask which words show the speaker will act first.

COMMON MISCONCEPTION

Students may choose an answer about fame because the poem mentions a president. That misses the speaker's lesson.

POSSIBLE STUDENT QUESTION

How can I compare choices? Ask which choice both poems support.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a clue from the earlier part too.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that the speaker sees small actions as important?** Explain how it proves the idea.

"Perhaps that's how communities grow, Not through one giant act we show, But many people choosing to Find one worthwhile and helpful thing to do."

I CAN | I can connect a strong detail to the inference it supports.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · 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 how a detail proves an inference."

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

"Good evidence does more than repeat the clue. It explains why the clue proves the idea."

▶ *Students underline many people and one worthwhile and helpful thing. Then they add because.*

ANSWER KEY: Many small helpful actions help communities grow.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves small actions matter because...

COMMON MISCONCEPTION

Students may choose a detail about hands without explaining its meaning.

POSSIBLE STUDENT QUESTION

Why is this detail strong? It directly compares many small actions with one giant act.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if many people each helped once.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the speaker's attitude toward helping?** Write your inference and one piece of proof.

"Today I have a voice and hands, A little time and simple plans. I have some choices I can make, And helpful actions I can take."

I CAN | I can state my own inference and support it with exact words from the poem.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · 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 make an inference and prove it."

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

"The speaker notices useful things already available. That shows a hopeful attitude toward helping."

▶ *Students write an inference and copy one proof sentence.*

ANSWER KEY: The speaker believes a child can help. Proof: voice, hands, time, and simple plans.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that shows helping is possible.

COMMON MISCONCEPTION

Students may write that the speaker will solve every problem. The poem supports smaller actions.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that make the idea reasonable.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the speaker's attitude changes from feeling small to choosing action.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker's one small action will change the whole world.** Explain why it is a trap and name the trap.

"Perhaps that's how communities grow, Not through one giant act we show, But many people choosing to Find one worthwhile and helpful thing to do."

I CAN | I can use the poem to explain why an inference is too strong.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · 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 an answer against a trap."

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

"This answer stretches one small action into a huge result. Check whether the whole poem supports that size of claim."

▶ Students name the trap and cite the sentence that limits the claim.

ANSWER KEY: Overstated from a small detail. One helpful action is not the same as changing the whole world alone.

CHECK FOR UNDERSTANDING

Ask: Does the sentence say one person changes everything, or many people help?

COMMON MISCONCEPTION

Students may accept the answer because the poem says we change the world. They must read the nearby clues too.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It uses the word change but makes the result much bigger than the detail supports.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why an inference is too strong. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it is supported.

Make an inference on your own.

Go back to the poem. What can the reader infer about how service should happen? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how service should happen?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the poem.

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Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · 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.*

“Choose the idea both poems support. Then point to the exact words that prove 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 “My contribution” shows the speaker is thinking about what they can give to help others.

CHOOSE B. The speaker chooses to help others before waiting. The speaker asks what they can give and chooses to act before waiting for others. A is an Opposite trap. C is a Not in the text trap.

SHOW The poem says communities grow through many helpful actions, not one giant act. This shows small actions matter when people choose to help.

OWN The speaker believes helping is possible for an ordinary child. The speaker has a voice, hands, time, and simple plans to take helpful actions.

DEFEND Overstated from a small detail. The speaker can help with one worthwhile action, but the poem says communities grow through many people helping.

YOUR TURN Answers vary. One example: Service should include listening and learning from others. Proof: True service stands beside a friend, And asks how both can reach the end.

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Grade 3 · Cluster 7 · Inferencing

TEKS 3.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Grandpa laughed when I told him so, But then he said, “You ought to know: The world is often helped each day By ordinary hands that find a way.””

Which inference about the speaker is best supported by both poems?

- A** The speaker believes only famous people can help.
- B** The speaker believes ordinary people can choose helpful actions.
- C** The speaker wants to be famous for helping.
- D** The speaker's one action will solve every problem.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 32 of 36 · Cluster 7 · Module 4 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds powerful or repeats one word from the passage.

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.

INFERENCE

The answer is B.

- A** **The speaker believes only famous people can help.**
Opposite trap. Grandpa says ordinary hands can help each day.
- B** **The speaker believes ordinary people can choose helpful actions. **Correct.****
Grandpa says ordinary hands help each day, and the speaker chooses to use their hands, time, and heart to serve.
- C** **The speaker wants to be famous for helping.**
Not in the text trap. The poem does not say the speaker wants fame.
- D** **The speaker's one action will solve every problem.**
Overstated from a small detail trap. The poem supports helpful actions, not one action solving every problem.

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Grade 3 · Cluster 7 · Inference

TEKS 3.6(F) · Inference · Week 32 of 36 · Cluster 7 · Module 4 · 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 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how geography helps a community grow.

I can use research facts as clues for my thinking.

I can check each answer against the passage.

THIS WEEK'S FOCUS

Inferencing

from “A Place to Grow: How Geography Helps Build a Community”

An **inference** is an idea the facts support, even when the author does not say it directly. STAAR asks: **What can the reader infer about how geography helps a community grow?** We will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization, too broad**.

This deck teaches **making inferences 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 will infer how geography helps communities grow. We will use research facts as clues.”

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

“We will notice clues, choose the best inference, show evidence, own our thinking, and defend against traps.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 1 . a class or student copy of "A Place to Grow: How Geography Helps Build a Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a fact can support an inference.

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 clue words about geography."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how geography helps a community grow?** Find the clue words.

"Wherever people live, the geography around them creates both opportunities and challenges."

I CAN | I can notice words that support an inference about community growth.

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Grade 3 · Cluster 8 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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 clue words about geography."

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

"Look for the two kinds of effects geography can have."

▶ *Read the sentence twice. Students underline opportunities and challenges.*

ANSWER KEY: Geography creates opportunities and challenges.

CHECK FOR UNDERSTANDING

Ask students to point to both clue words.

COMMON MISCONCEPTION

Students may choose only opportunities and miss the challenges.

POSSIBLE STUDENT QUESTION

Why do we need both words? They show the full effect of geography.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what people must do with challenges.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how geography helps a community grow?** Pick the answer the text proves.

"The Nile did not build those communities. People did."

A People use nearby resources to help build communities • **B** Geography alone builds every community all by itself • **C** People never face problems in places with resources

I CAN | I can choose the best inference and avoid answers that go too far.

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Grade 3 · Cluster 8 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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 inference the text proves."

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

"The river helped, but people used its resources to build the community."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: A. People use nearby resources to help build communities.

CHECK FOR UNDERSTANDING

Ask students to name the proof words.

COMMON MISCONCEPTION

Students may say the river built the community because it provided resources.

POSSIBLE STUDENT QUESTION

What is the difference between helping and doing? Geography offers resources, but people make choices.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the next sentence explains the river's help.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that people adapt to geography?** Explain how it proves the idea.

"People adapted their homes, work, transportation, and daily routines to the environments in which they lived."

I CAN | I can explain how a research fact supports an inference about geography.

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Grade 3 · Cluster 8 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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 how a detail proves an inference."

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

"Strong evidence shows an action and connects it to the idea."

▶ *Students underline adapted and environments, then explain the connection.*

ANSWER KEY: People changed many parts of life to fit their environments.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves adaptation because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is adapted an important word? It shows people changed to fit the place.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask for one example of adaptation from the passage.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people help a place grow?** Write your inference and one piece of proof.

"The environment offered possibilities. People made choices about what to do with them."

I CAN | I can make my own inference and prove it with a research fact.

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Grade 3 · Cluster 8 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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 write an inference and support it."

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

"Your inference should go one step beyond the words, but the words must support it."

▶ *Students write an inference and copy one proof sentence.*

ANSWER KEY: People make choices about how to use resources.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that geography alone grows a community.

POSSIBLE STUDENT QUESTION

How do I know my idea is supported? Point to words that prove it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how choices can change a place.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Geography decides exactly how every community will grow.** Explain why it is a trap and name the trap.

"A location does not decide a person's future, but geography can create opportunities that affect how a community develops."

I CAN | I can use exact evidence to explain why an answer is too broad.

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Grade 3 · Cluster 8 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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 against a trap."

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

"This answer stretches one idea to cover every community in exactly the same way."

▶ *Students circle too broad and copy the sentence that disproves the answer.*

ANSWER KEY: Overgeneralization, too broad. Geography affects communities, but it does not decide everything.

CHECK FOR UNDERSTANDING

Ask students to name the words that limit the claim.

COMMON MISCONCEPTION

Students may accept the answer because geography does affect communities.

POSSIBLE STUDENT QUESTION

Why is the answer too broad? It says exactly and every, but the text gives a more careful idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to revise the wrong answer so it is supported.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how geography helps a community grow? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how geography helps a community grow?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.

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Grade 3 · Cluster 8 · Inferencing

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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.*

“Make an inference, then prove it with exact words from the passage.”

▶ *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 Opportunities and challenges. Geography creates helpful possibilities, but it also creates problems to solve.

CHOOSE A. People use nearby resources to help build communities. The text says people built communities and the river gave them resources. B is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW The detail names homes, work, transportation, and routines. It shows people changed many parts of life to fit their environment.

OWN People help a place grow by making choices about its resources. The passage says the environment offered possibilities and people made choices about what to do with them.

DEFEND Overgeneralization, too broad. The passage says geography can create opportunities, but it does not decide everything.

YOUR TURN Answers vary. One example: Geography gives communities resources and challenges to manage. Proof: Wherever people live, the geography around them creates both opportunities and challenges.

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The environment offered possibilities. People made choices about what to do with them.”

What can the reader infer about how geography helps a community grow?

- A** Geography helps every community grow in exactly the same way.
- B** People use geography only to grow food on farms.
- C** People cannot make choices about how their communities grow.
- D** Geography offers possibilities that people use to grow communities.

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Grade 3 · Cluster 8 · Inference

TEKS 3.6(F) · Inference · Week 33 of 36 · Cluster 8 · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats one word from the excerpt but misses the whole idea.

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.

The answer is D.

Geography helps every community grow in exactly the same way.

- A** Overgeneralization, too broad trap. The excerpt shows that people make choices, so communities do not all grow in exactly the same way.

People use geography only to grow food on farms.

- B** Too narrow trap. The excerpt gives a broad idea about possibilities and choices, not just farming.

People cannot make choices about how their communities grow.

- C** Opposite trap. The excerpt says people make choices about what to do with the possibilities around them.

Geography offers possibilities that people use to grow communities. **Correct.**

- D** The excerpt says the environment offers possibilities and people make choices about what to do with them.

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Grade 3 · Cluster 8 · Inferencing

TEKS 3.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · 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 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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer why people make a difference in communities.

I can connect people's choices to changes in daily life.

I can prove my inference with exact words from the passage.

THIS WEEK'S FOCUS

Inferencing

from “People Make the Difference: How Ideas and Actions Change Communities”

An **inference** is an idea the text helps me understand, even when the author does not say it directly. STAAR asks: **What can the reader infer about why people make a difference in a community?** I will watch for traps such as **Not in the text**, **Misreads a detail**, and **Goes beyond the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 8 • Inferencing

TEKS 3.6(F) • Inferencing • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

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 will infer why people make a difference in communities. We will use people's choices and actions as clues.”

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

“We will notice clues, choose the best inference, show evidence, write our own inference, and defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 2 . a class or student copy of "People Make the Difference: How Ideas and Actions Change Communities" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference differs from a fact stated directly.

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 clue words about people's choices."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why people make a difference in a community?** Find the clue words about people's choices.

"Someone made a choice."

I CAN | I can notice clue words that help me infer why people make a difference.

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Grade 3 · Cluster 8 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · 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 clue words about people's choices."

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

"The choice shows that a person is ready to act."

▶ *Read the sentence twice. Students underline made and choice.*

ANSWER KEY: Made a choice shows that a person is ready to act.

CHECK FOR UNDERSTANDING

Ask a student to point to both clue words.

COMMON MISCONCEPTION

Students may choose only someone, but that word does not name an action. The clue words are made and choice.

POSSIBLE STUDENT QUESTION

Why does making a choice matter? A choice can lead to an action that creates change.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what action the person might choose to help.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why people make a difference in a community?** Pick the answer the passage proves.

"Their work was different, but many of their stories followed a similar pattern."

- A** People need the same talent to help communities. • **B** People choose useful actions to help communities. • **C** People use talents to make communities famous.

I CAN | I can choose the best inference and reject answers the passage does not prove.

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Grade 3 · Cluster 8 · Inferencing · Tuesday

TEKS 3.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · 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 inference the text supports."

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

"The people used different talents, but their actions followed a pattern. Look for the choice the text supports."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: B. People choose useful actions to help communities.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words.

COMMON MISCONCEPTION

Students may choose that everyone needs the same talent. The passage says a community does not need everyone to have the same talent.

POSSIBLE STUDENT QUESTION

How can different people make a difference? They can use different talents for useful purposes.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask which choice goes beyond what the passage says.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that people can help communities in different ways?** Explain how it proves the inference.

"A community does not need everyone to have the same talent."

I CAN | I can explain how a detail proves that people can help in different ways.

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Grade 3 · Cluster 8 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · 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 how a detail supports an inference."

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

"The best evidence does more than mention helping. It shows that different people can contribute."

▶ *Students circle community and same talent, then explain the connection.*

ANSWER KEY: Different talents can help a community.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves people can help because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Does helping have to be a large action? No. The passage says small actions can still contribute.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to name another kind of contribution in the passage.

TODAY'S THINKING JOB

OWN

"I can make and prove my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why people make a difference in a community?** Write your inference and one piece of proof.

"A child who notices someone sitting alone and invites that person to join a game demonstrates respect and inclusion."

I CAN | I can write an inference about a person's choice and support it with passage evidence.

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Grade 3 · Cluster 8 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · 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 make and prove my own inference."

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

"Your inference should explain why the choice matters. Then prove it with the sentence."

▶ *Students write an inference and copy one exact sentence as proof.*

ANSWER KEY: Kind choices strengthen a community by including others.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that the child invites someone to a game. Explain how that choice helps the community.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The sentence must show the choice and its effect.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the community might change if nobody included others.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Good service means telling people what they need.** Explain why it is a trap and name the trap.

"Effective service is not simply arriving somewhere and announcing what other people need."

I CAN | I can use exact text evidence to explain why an answer goes beyond the passage.

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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 against a trap."

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

"This answer sounds helpful, but it adds an idea the passage does not support. Check the author's exact words."

▶ *Students name the trap and copy the sentence that disproves the answer.*

ANSWER KEY: Goes beyond the text. Service requires listening, not simply telling people what they need.

CHECK FOR UNDERSTANDING

Ask a student to point to the words not simply arriving and announcing.

COMMON MISCONCEPTION

Students may accept the answer because service involves helping. The passage explains a different way to serve.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It sounds like leadership, but the text says effective service requires listening.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against unsupported ideas. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a supported answer about effective service.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why people make a difference in a community? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about why people make a difference in a community?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.

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Grade 3 · Cluster 8 · Inferencing

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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 what the text proves. Then copy the exact words that support your thinking.”

▶ *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 **Made a choice.** People can make a difference by choosing a helpful action.

CHOOSE **B.** People choose useful actions to help communities. The passage says people use different talents for useful purposes. Their work can follow a similar pattern even when it is different. A is an Opposite trap. C is a Goes beyond the text trap.

SHOW **People can help in different ways.** The detail shows that a community can grow stronger when people use different talents.

OWN **People can make a difference by choosing actions that help others feel included.** The child invites someone to join a game.

DEFEND **Goes beyond the text.** The passage says good service requires listening, cooperation, respect, and learning from the people being served. It does not say good service means telling people what they need.

YOUR TURN **Answers vary.** One example: People make a difference by using their choices and talents to help communities grow stronger. Proof: People give communities a reason to grow stronger.

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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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Communities are shaped by geography, resources, buildings, roads, laws, and technology. But none of those things acts by itself.”

What can the reader infer about why people make a difference in a community?

- A** People make choices that shape their communities.
- B** Buildings and roads shape communities by themselves.
- C** Every person makes the same choices in a community.
- D** People control every part of nature in communities.

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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

Choosing a wrong choice because it repeats a word from the excerpt without matching its full meaning.

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.

INFERENCE

The answer is A.

- A People make choices that shape their communities. Correct.**
The passage says communities have many parts, but those parts do not act alone. People decide what happens.
- B Buildings and roads shape communities by themselves.**
Opposite trap. The passage says those things do not act by themselves.
- C Every person makes the same choices in a community.**
Misreads a detail trap. The passage says every person makes choices, not that everyone makes the same choices.
- D People control every part of nature in communities.**
Goes beyond the text trap. The passage discusses how people shape communities, not control every part of nature.

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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.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how communities grow from clues in more than one source.

I can connect what a place provides with what people do.

I can use evidence to prove my thinking and avoid traps.

THIS WEEK'S FOCUS

Inferencing

from “What Helps a Community Grow?”

An **inference across sources** is an idea I build by connecting clues from different parts of the research. STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Watch for **Describes one source only, Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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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 to infer across research sources. We will connect clues about places, resources, and people’s actions.”

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

“We will practice the STAAR question about how communities grow and learn to reject answers that describe only one source.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain why an answer about only the Nile may be true but still too narrow.

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 a clue about how communities grow."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Find the clue words.

"People sometimes change the way they live depending on the resources around them."

I CAN | I can notice words that help me infer how people use resources to grow communities.

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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 clue about how communities grow."

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

"Look for what people do when their resources change. Those action words are clues."

▶ *Read the sentence twice. Students underline change the way they live and resources around them.*

ANSWER KEY: People change how they live to use nearby resources.

CHECK FOR UNDERSTANDING

Ask a student to point to the action and the resource clue.

COMMON MISCONCEPTION

Students may name a resource without explaining what people do with it.

POSSIBLE STUDENT QUESTION

Why is change important? It shows people respond to what their place provides.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action and resource clues. Keep the demand at this level.

RAISE THE THINKING

Ask what this clue suggests about people in a community.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by the sources."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Pick the answer the sources prove.

"People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors."

A Communities grow near the Nile because it provides water. • **B** Communities grow without people solving problems or helping neighbors. • **C** People use resources and work together to grow communities.

I CAN | I can connect people's actions with other clues to choose the best inference.

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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 an inference supported by the sources."

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

"The best answer should connect people's actions with the community, not describe just one source."

▶ Students choose privately, then explain which words support their choice.

ANSWER KEY: C. People use resources and work together to grow communities.

CHECK FOR UNDERSTANDING

Ask a student to name two actions that support the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about only the Nile because it is a strong detail.

POSSIBLE STUDENT QUESTION

Why is one-source information not enough? The question asks how communities grow across the research.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this sentence connects to the section about resources.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that communities grow when people solve needs together? Explain how it proves the inference.

"When a resource is scarce, people may trade with another community."

I CAN | I can explain how a detail about trade proves that communities solve needs together.

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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 detail supports an inference."

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

"The detail matters because it shows what people do when their own resources are missing."

▶ *Students underline resource is scarce and trade with another community, then add because.*

ANSWER KEY: Trade helps communities meet needs when resources are scarce.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves communities work together because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

What does trade show? It shows people solve a problem by working with another community.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what could happen if people did not trade.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Write your inference and one piece of proof.

"A good location is helpful, but people make communities work."

I CAN | I can connect a location clue and a people clue to explain how communities grow.

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Grade 3 · Cluster 8 · Inferencing · Thursday

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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 make an inference and prove it."

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

"Write an idea that goes beyond one fact, then prove it with exact words from the text."

▶ *Students write an inference and copy one sentence that supports it.*

ANSWER KEY: People make communities grow by using resources and working together.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof as one connected answer.

COMMON MISCONCEPTION

Students may write only that a good location is helpful. That is one clue, not the full inference.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The words in the passage must connect to your idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a second clue from another section.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Nile helped communities grow.** Explain why it is a trap and name the trap.

"A good location is helpful, but people make communities work."

I CAN | I can explain why a one-source answer does not answer an across-sources question.

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Grade 3 · Cluster 8 · Inferencing · Friday

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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 against a trap."

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

"This answer uses a true detail, but it describes only the Nile source. The question asks for a bigger idea."

▶ Students name the trap and write why the Nile detail is too limited.

ANSWER KEY: Describes one source only. The Nile is one example, not the whole inference.

CHECK FOR UNDERSTANDING

Ask which words show that people, not only location, make communities work.

COMMON MISCONCEPTION

Students may accept the answer because it is true. A true answer can still be too narrow.

POSSIBLE STUDENT QUESTION

Why is this not the best answer? It leaves out the other research about people's actions.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an across-sources inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to combine the Nile clue with a people-action clue.

Make an inference on your own.

Go back to the passage. Answer: Based on the research sources, what can the reader infer about how communities grow? Write your inference and copy one sentence that proves it.

Go back to the reading.
Based on the research sources, what can the reader infer about how communities grow?
Write your inference. Then copy one sentence that proves it.

I CAN | I can connect clues from more than one source and prove my inference.

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Grade 3 · Cluster 8 · Inferencing

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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.*

“Connect at least two clues from the research before choosing your inference.”

▶ *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 People change how they live when resources around them change.

CHOOSE C. People use resources and work together to grow communities. The sentence shows people solving problems and helping neighbors, while other sources show people use nearby resources. A is a Describes one source only trap. B is an Opposite trap.

SHOW People trade when something is scarce. This shows communities work with other groups to meet needs.

OWN Communities grow when people use what their place provides and work together. The passage says, “A good location is helpful, but people make communities work.”

DEFEND Describes one source only. The Nile is one example, but the passage also explains that people use resources, solve problems, and help neighbors.

YOUR TURN Answers vary. One example: Communities grow when people use resources and help one another. Proof: People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors.

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Grade 3 · Cluster 8 · Inferencing

TEKS 3.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

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.

INFERENCE

READ THIS PASSAGE EXCERPT.

“People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors.”

Based on the research sources, what can the reader infer about how communities grow?

- A** Communities grow near the Nile because it provides water.
- B** Communities grow without people solving problems or helping neighbors.
- C** Communities grow when people use resources and work together.
- D** Communities grow because every place provides all needed resources.

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Grade 3 · Cluster 8 · Inference

TEKS 3.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · 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

Choosing a wrong choice because it repeats one true word or detail from the research.

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.

The answer is C.

- A** **Communities grow near the Nile because it provides water.**
This answer focuses on the Nile example from this part of the text instead of connecting clues across the research.
- B** **Communities grow without people solving problems or helping neighbors.**
Opposite trap. The passage shows that people solve problems and help neighbors.
- C** **Communities grow when people use resources and work together. Correct.**
The research shows that people use nearby resources, solve problems, and help their neighbors.
- D** **Communities grow because every place provides all needed resources.**
Misreads a detail trap. this part of the text says no community has every resource it needs.

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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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect clues to make a smart inference.

I can use exact evidence to defend my thinking.

I can spot trap answers that have no proof.

THIS WEEK'S FOCUS

Inferencing

from “Small Choices, Strong Communities”

Week focus: **Defending inferences, synthesis.** An **inference** is an idea the author does not say directly, but the text supports. STAAR asks: **What can the reader infer about how small choices make strong communities?** We will watch for **Unsupported claim with no evidence**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences 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 will make and defend inferences about how people build strong communities. An inference is an idea the text supports without saying it directly.”

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

“We will notice clues, choose the best inference, show proof, own our thinking, and defend against trap answers.”

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

PREP & MATERIALS: the Inferencing 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

Ask a student to explain why an inference needs evidence from the passage.

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 clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how small choices make strong communities?** Find the clue words.

"Each action begins with a choice."

I CAN | I can notice words that support an inference.

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Grade 3 · Cluster 8 · Inferencing · Monday

TEKS 3.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · 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 clue words."

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

"The word choice tells us that people decide to act. That small decision begins change."

▶ *Read the sentence twice. Students underline action and choice.*

ANSWER KEY: Action and choice show that decisions begin helpful change.

CHECK FOR UNDERSTANDING

Ask students to point to the two clue words.

COMMON MISCONCEPTION

Students may name a result instead of noticing the clue about choices.

POSSIBLE STUDENT QUESTION

Why is choice a clue? It shows that people decide to begin an action.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of helpful action a choice might begin.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how small choices make strong communities?** Pick the answer the text proves.

"People do not have to become famous to make a difference."

- A** Only famous people can help communities • **B** Ordinary people can strengthen communities • **C** Every community problem is solved quickly

I CAN | I can choose the inference that fits the text best.

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Grade 3 • Cluster 8 • Inferencing • Tuesday

TEKS 3.6(F) • Inferencing • Week 36 of 36 • Cluster 8 • Module 4 • 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 a supported inference."

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

"Look for an answer supported by this sentence and the examples that follow."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. Ordinary people can strengthen communities.

CHECK FOR UNDERSTANDING

Ask students to name the proof for the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about fame because the word famous appears.

POSSIBLE STUDENT QUESTION

Can an ordinary person help a community? Yes. The passage says people do not have to become famous.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the next examples support the sentence.

TODAY'S THINKING JOB

SHOW

"I can show the evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that small choices can help a community?** Explain how it proves the idea.

"Neighbors might work together to clean a park."

I CAN | I can explain how a detail proves an inference.

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Grade 3 · Cluster 8 · Inferencing · Wednesday

TEKS 3.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · 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 the evidence."

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

"The detail gives both the choice and the helpful action. That connection supports the inference."

▶ *Students underline work together and clean a park, then explain the connection.*

ANSWER KEY: Working together to clean a park shows a choice creating community help.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports the inference because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining how it proves the idea.

POSSIBLE STUDENT QUESTION

Why is this stronger than saying neighbors live nearby? It shows an action that helps.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what might improve after neighbors clean the park.

TODAY'S THINKING JOB

OWN

"I can write an inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people strengthen communities?** Write your inference and one piece of proof.

"Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help."

I CAN | I can make my own inference and support it with text evidence.

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Grade 3 · Cluster 8 · Inferencing · Thursday

TEKS 3.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · 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 write an inference and proof."

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

"Your inference should go beyond copying. Use the list of helpers to explain the bigger idea."

▶ *Students write the inference and copy one proof sentence or phrase.*

ANSWER KEY: Different people can help in different ways.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof.

COMMON MISCONCEPTION

Students may say only that many kinds of people are listed. They must explain what the list shows.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to words that prove it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how different talents might meet different needs.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Small choices always solve every community problem.** Explain why it is a trap and name the trap.

"Every community has problems to solve."

I CAN | I can explain why an unsupported claim fails.

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Grade 3 · Cluster 8 · Inferencing · Friday

TEKS 3.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · 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 an answer with evidence."

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

"The word always makes this claim too strong. The passage gives examples, not proof that every problem is solved."

▶ Students write the trap name and explain what the passage does not prove.

ANSWER KEY: Unsupported claim with no evidence. The passage does not prove that every problem is always solved.

CHECK FOR UNDERSTANDING

Ask students to circle always and explain why it is unsafe.

COMMON MISCONCEPTION

Students may accept the answer because the passage says actions make a difference.

POSSIBLE STUDENT QUESTION

Why is this not fully supported?
Making a difference is not the same as solving every problem.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an unsupported claim. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so the text supports it.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how small choices make strong communities? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how small choices make strong communities?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.

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Grade 3 · Cluster 8 · Inference

TEKS 3.6(F) · Inference · Week 36 of 36 · Cluster 8 · Module 4 · 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.*

“Write the bigger idea, then copy the exact words that prove 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 **Action and choice.** The sentence shows that helpful actions begin with decisions people make.

CHOOSE **B.** Ordinary people can strengthen communities. The passage says people need not be famous, then gives examples of ordinary people helping. A is an Opposite trap. C is an Unsupported claim with no evidence trap.

SHOW **Neighbors choose to work together, and cleaning the park helps the community.** This shows that a small choice can create useful change.

OWN **People with different talents and roles can strengthen communities when they help.** The list shows that many kinds of people can meet community needs.

DEFEND **Unsupported claim with no evidence.** The passage says communities have problems, but it does not say small choices always solve every problem.

YOUR TURN **Answers vary.** One example: Small choices can help people feel welcome in a community. Proof: A student might welcome someone who is new.

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.

READ THIS PASSAGE EXCERPT.

“Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.”

What can the reader infer about how small choices make strong communities?

- A** Only famous people can make communities strong.
- B** Small choices let many people help their communities.
- C** Every small choice solves every community problem.
- D** The passage names many different kinds of helpers.

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Grade 3 · Cluster 8 · Inference

TEKS 3.6(F) · Inference · Week 36 of 36 · Cluster 8 · Module 4 · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the last answer because it repeats details from the excerpt without answering how choices help.

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.

The answer is B.

- A Only famous people can make communities strong.**
Opposite trap. The passage says people do not have to become famous to make a difference.
- B Small choices let many people help their communities. Correct.**
this part of the text says each action begins with a choice, and this part of the text shows that many kinds of people can help strong communities.
- C Every small choice solves every community problem.**
Unsupported claim with no evidence trap. The passage does not prove that every choice solves every problem.
- D The passage names many different kinds of helpers.**
True but not the answer trap. This detail is true, but it does not explain how choices help communities.

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Grade 3 · Cluster 8 · Inferencing

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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.