

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

I can tell what happens first, next, and last, and how one event leads to the next.

The test gives me traps that mix up the order, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Recess Question”

This week we learn what a **plot** is: the events of a story in the order they happen. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **The Recess Question**. STAAR asks: **What happens first in the story?** and **Which event happens right after...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Plot

TEKS 3.8(C) • Plot • 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 are learning about plot. A plot is all the events in a story, in the order they happen.”

▶ *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 about the order of events, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for the 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 retell the plot of a favorite movie in three events.

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 first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first lines of **The Recess Question**. Notice the very first event. Circle the words that tell what happens.

"A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can notice what happens at the beginning of a story.



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Grade 3 · Prepare Cluster · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first events in a story."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle spilled onto the playground on the NOTICE row.

ANSWER KEY: The bell rings and the class goes out to the playground.

CHECK FOR UNDERSTANDING

Ask a student to tell what happens right before the class goes outside.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks what happens first.

POSSIBLE STUDENT QUESTION

Is the first event always exciting? No. It is just where the story starts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader knows about Beth from the first few lines.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that happens first."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what happens first.

STAAR asks: **What happens first in the story?** Pick the event that comes before the others.

"She ran toward the jump ropes where her friend Ava was waiting."

A Lily jumps over the rope on her third try. • **B** The class votes on the recess question. • **C** Beth runs to the jump ropes to meet Ava.

I CAN | I can put events in order and choose the one that comes first.



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Grade 3 · Prepare Cluster · Plot · Tuesday

TEKS 3.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the event that happens first."

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

"All three events happen in the story. Only one happens first."

▶ Students choose privately, then put all three events in order with a partner.

ANSWER KEY: C. Beth runs to the jump ropes to meet Ava.

CHECK FOR UNDERSTANDING

Ask a student to put the three choices in story order.

COMMON MISCONCEPTION

Students may pick A because it is an exciting moment. Exciting is not the same as first.

POSSIBLE STUDENT QUESTION

If every choice really happens, how do I pick? Find each one in the story and see which comes first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes first. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice happens last and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that tells a new event."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the plot turns.

STAAR asks: **Which sentence from the story best supports the idea that** something new happens during the jump rope game?

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

I CAN | I can point to the exact sentence where a new event begins.



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Grade 3 · Prepare Cluster · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that tells a new event."

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

"Signal words like then and soon help us follow the order. Hunt for one."

▶ Take two or three answers. Students underline Then and someone sitting alone.

ANSWER KEY: Then Beth noticed someone sitting alone near the fence.

CHECK FOR UNDERSTANDING

Ask a student to name the signal word in the sentence.

COMMON MISCONCEPTION

Students may choose a sentence about the game itself. Look for the sentence where something new starts.

POSSIBLE STUDENT QUESTION

What is a signal word? A word like then, soon, or finally that tells when something happens.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that begins a new event. Keep the demand at this level.

RAISE THE THINKING

Ask what Beth does right after she notices Lily.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of events.

Write three sentences that tell what happens on the playground, in order. Use first, next, and last.

"Soon Lily was jumping while Beth and Ava turned the rope."

I CAN | I can retell three events in order using signal words.



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Grade 3 · Prepare Cluster · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the plot."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Beth turns the rope, next she invites Lily, last Lily jumps and everyone cheers.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with the playground part.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a sequence of events independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the order.

A student wrote: **Lily jumped over the rope, and then Beth asked her to play.** How does the story show that one event leads to the other? Explain the real order.

"I think Lily might need someone to play with,"

I CAN | I can defend the real order of events and explain how they connect.



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Grade 3 · Prepare Cluster · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"Events in a plot connect. One thing happens, so the next thing can happen."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: Beth invites Lily first. That leads to Lily jumping. The trap is Out of order.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may agree with the trap because both events are true. True events can still be in the wrong order.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because one event causes the next one to happen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how two events connect in order. Keep the demand at this level.

RAISE THE THINKING

Ask what would change in the story if Beth never noticed Lily.

Follow the plot on your own.

Go back to the story. Write the event that happens right after the whistle blows. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the whistle blows.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

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Grade 3 · Prepare Cluster · Plot



TEKS 3.8(C) · Plot · 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.

"Find the whistle in the story first. Then read the very next sentence."

▶ 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 bell rings, and then Beth and her class spill onto the playground. Recess is starting. That is how the plot begins.

CHOOSE C. Beth runs to the jump ropes to meet Ava. A is Out of order: Lily jumps later. B is Out of order: the vote is near the end.

SHOW Then Beth noticed someone sitting alone near the fence. The word Then tells us this comes next, and Beth stops the game to help Lily.

OWN Answers vary. Example: First, Beth turns the rope with Ava. Next, Beth sees Lily alone and asks her to play. Last, Lily jumps the rope and everyone cheers.

DEFEND Beth asks Lily to play first, and that leads to Lily jumping. Beth says Lily might need someone to play with, so Lily joins and then makes it over the rope. The student's order is Out of order.

YOUR TURN Answers vary. Example: Recess ends and the children groan. Proof: Recess was over.



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.

PLOT

READ THIS PASSAGE EXCERPT.

“Then Beth noticed someone sitting alone near the fence. ... Beth stopped turning the rope. ... ‘I think Lily might need someone to play with,’ Beth said.”

Which event happens right after Beth notices Lily sitting alone?

- A** Beth stops turning the rope and says Lily needs someone to play with.
- B** Max jumps higher each time the rope comes around.
- C** Mrs. Green hands each student a paper ballot.
- D** Beth feels the warm sun and hears the basketballs bounce.



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TEKS 3.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Max really does jump, without checking when it happens.

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.

PLOT

The answer is A.

- A Beth stops turning the rope and says Lily needs someone to play with. Correct.**
Correct. Right after she sees Lily, Beth stops the rope and says Lily might need someone to play with.
- B Max jumps higher each time the rope comes around.**
Pattern Mix-Up: Out of order. Max jumps before Beth notices Lily, not after.
- C Mrs. Green hands each student a paper ballot.**
Another Place: Wrong part of the story. The ballots come at the end, back in the classroom.
- D Beth feels the warm sun and hears the basketballs bounce.**
Topic Trap: Setting detail, not the plot. This describes the playground at the start; it is not the next event.



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TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has a beginning, a middle, and an end.

I can tell which part of the story an event belongs to.

The test gives me traps from the wrong part of the story, so I check where the event really happens.

THIS WEEK'S FOCUS

Plot

from “The Recess Question”

This week we learn about **beginning, middle, and end** in a plot. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **The Recess Question**. STAAR asks: **Which event happens in the middle of the story?** Trap this week: **Wrong part of the story**, an event that really happens, but not in the part the question asks about.

This deck teaches **sorting the plot into beginning, middle, and end** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 3 • Prepare Cluster • Plot

TEKS 3.8(C) • Plot • Week 2 of 36 • Prepare Cluster • 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 sort a story into its beginning, middle, and end.”

▶ *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 about story parts, and we will learn to spot answers from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for the 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 tell the beginning, middle, and end of a favorite book.

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 beginning of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first page of The Recess Question. Notice what happens at the very beginning. Circle the words that tell the first event.

"A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can tell what happens at the beginning of a story.



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Grade 3 · Prepare Cluster · Plot · Monday

TEKS 3.8(C) · Plot · 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 the beginning of a story."

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

"Every plot has a beginning. Listen for what happens first."

▶ Read the line twice. Students circle spilled onto the playground on the NOTICE row.

ANSWER KEY: The bell rings and the class goes outside for recess.

CHECK FOR UNDERSTANDING

Ask a student to name the first thing that happens in the story.

COMMON MISCONCEPTION

Students may point to a part from later in the story. The beginning is only the very first events.

POSSIBLE STUDENT QUESTION

Does the beginning have to be exciting? No. It is just where the plot starts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the beginning of a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader can tell about recess from the very first lines.

TODAY'S THINKING JOB

CHOOSE

"I can choose an event that belongs to the middle of the story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose an event from the middle.

STAAR asks: Which event happens in the middle of the story? Pick the event that belongs to the middle part, not the beginning or the end.

"She ran toward the jump ropes where her friend Ava was waiting."

- A** Beth invites Lily to join the jump rope game. • **B** The bell rings and the class runs to the playground. • **C** The class votes using paper ballots in the classroom.

I CAN | I can tell the middle events apart from the beginning and the end.



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Grade 3 • Prepare Cluster • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 an event that belongs to the middle of the story."

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

"All three events really happen. Only one happens in the middle part."

▶ Students choose privately, then explain which part of the story each choice belongs to.

ANSWER KEY: A. Beth invites Lily to join the jump rope game.

CHECK FOR UNDERSTANDING

Ask a student to name one event from the beginning and one from the end.

COMMON MISCONCEPTION

Students may pick the bell ringing because it feels important. That event is the beginning, not the middle.

POSSIBLE STUDENT QUESTION

How do I know which part is the middle? The middle comes after the beginning and before the end events.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about sorting an event into the middle of the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the ballots belong at the end and not the middle.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an event is in the middle."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the middle is.

STAAR asks: Which sentence from the story best supports the idea that the middle of the story is about kids playing together?

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

I CAN | I can point to the exact sentence that supports a middle-of-the-story event.



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Grade 3 · Prepare Cluster · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an event is in the middle."

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

"Good readers find the exact sentence that proves their answer."

▶ Students underline the sentence on the SHOW row and explain why it is the middle, not the beginning or end.

ANSWER KEY: Then Beth noticed someone sitting alone near the fence.

CHECK FOR UNDERSTANDING

Ask a student to explain why this sentence is not from the beginning.

COMMON MISCONCEPTION

Students may pick a sentence from the ending instead. Stay with the middle part of the story.

POSSIBLE STUDENT QUESTION

Can a middle event also feel exciting? Yes. Exciting does not tell us which part it is in.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a middle event. Keep the demand at this level.

RAISE THE THINKING

Ask what happens right before Beth notices Lily.

TODAY'S THINKING JOB

OWN

"I can retell the beginning, middle, and end of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the three parts of the plot.

Write three sentences that tell what happens at the beginning, the middle, and the end of the story.

"When everyone was seated, Mrs. Green wrote a question on the board:"

I CAN | I can retell one event from each part of the plot.



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Grade 3 · Prepare Cluster · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the beginning, middle, and end of a story."

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

"Use the words beginning, middle, and end so a listener can follow the parts."

▶ Students write three sentences, one for each part, on the OWN row.

ANSWER KEY: Example: Beginning, the bell rings; middle, Beth invites Lily; end, the class votes.

CHECK FOR UNDERSTANDING

Ask a student to read their beginning sentence aloud.

COMMON MISCONCEPTION

Students may write two events from the same part. Make sure each sentence is from a different part.

POSSIBLE STUDENT QUESTION

Does the end always come at the end of the story? Yes, the end is the very last part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling one event from each part of the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student which part was hardest to find and why.

TODAY'S THINKING JOB

DEFEND

"I can explain why an event belongs to a certain part of the plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the right part.

A student said the vote happens in the middle of the story. How is that connected to what really happens at the end? Explain the real order.

"Finally, Mrs. Green handed each student a small paper ballot."

I CAN | I can defend which part of the story an event truly belongs to.



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Grade 3 · Prepare Cluster · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain why an event belongs to a certain part of the plot."

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

"One part leads to the next, so check what happens right before an event."

▶ Students write which part the vote belongs to and why, using because or so.

ANSWER KEY: The vote belongs to the end because it happens after the whole class discussion, not during the middle part.

CHECK FOR UNDERSTANDING

Ask a student to prove the vote happens after the discussion, not before.

COMMON MISCONCEPTION

Students may agree because the vote really happens. A real event can still be from the wrong part.

POSSIBLE STUDENT QUESTION

Why does it matter which part an event is from? Because the test asks about a specific part, not just any True event.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why an event belongs to the end, not the middle. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the vote happened before the discussion.

Try it yourself with beginning, middle, and end.

Go back to the story. Write one event from the end of the story. Copy the sentence that proves it.

Go back to the story.
Write one event from the end of the story.
Copy the sentence that proves it.

I CAN | I can find an event from the end and prove it with a sentence from the story.

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Grade 3 · Prepare Cluster · Plot



TEKS 3.8(C) · Plot · 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.

"Think about what happens after the vote. That is the very end of 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 The bell rings, and then Beth and her classmates spill onto the playground. That is the very beginning of the plot.

CHOOSE A. Beth invites Lily to join the jump rope game. B is Wrong part of the story: the run outside happens at the beginning, not the middle. C is Wrong part of the story: the ballots come at the end, back in the classroom.

SHOW Then Beth noticed someone sitting alone near the fence. This sentence is from the middle of the story, right after the jump rope game starts.

OWN Answers vary. Example: At the beginning, the bell rings and recess starts. In the middle, Beth invites Lily to jump rope. At the end, the class votes on paper ballots.

DEFEND The vote happens at the end, after the class talks about longer recess, so it connects to the end, not the middle. Mrs. Green hands each student a small paper ballot only after the discussion. The student is Wrong part of the story.

YOUR TURN Answers vary. Example: The class votes using paper ballots. Proof: Mrs. Green handed each student a small paper ballot.



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.

“She ran toward the jump ropes where her friend Ava was waiting. ... Then Beth noticed someone sitting alone near the fence. ... Finally, Mrs. Green handed each student a small paper ballot.”

Which event happens in the middle of the story?

- A** The bell rings and the class runs out to the playground.
- B** The class votes with paper ballots in the classroom.
- C** The sun feels warm on the playground.
- D** Beth notices Lily sitting alone and invites her to jump rope.



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Grade 3 · Prepare Cluster · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking an event because it really happens, without checking which part of the story it is in.

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.

PLOT

The answer is D.

- A The bell rings and the class runs out to the playground.**
Another Place: Wrong part of the story. This happens at the beginning, not the middle.
- B The class votes with paper ballots in the classroom.**
Another Place: Wrong part of the story. This happens at the end, not the middle.
- C The sun feels warm on the playground.**
Topic Trap: Setting detail, not the plot. This describes the weather, not a plot event.
- D Beth notices Lily sitting alone and invites her to jump rope. **Correct.****
Correct. This happens in the middle of the story, during the jump rope game.



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Grade 3 · Prepare Cluster · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has a problem that a character works to figure out or fix.

I can tell the main problem apart from a small detail that does not matter to the plot.

The test gives me a small detail as a trap, so I check what the character is really trying to solve.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn to find **the problem** in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read **The Mystery of the Traveling Shell**. STAAR asks: **What is the main problem in the story?** Trap this week: **Small detail, not a plot event**, something that really happens, but does not drive the plot.

This deck teaches **finding the main problem in a story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 3 • Prepare Cluster • Plot

TEKS 3.8(C) • Plot • 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 find the main problem in a 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.

“Each day we will practice a real STAAR question about the problem, and we will learn to spot small details that are not the real problem.”

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

PREP & MATERIALS: the Plot slide deck for the 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 name the main problem in a favorite movie.

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 problem starting in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the strange thing Emsy sees.

Read the first lines of the story. Notice what Emsy finds odd about the shell. Circle the words that show the problem starting.

"Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland."

I CAN | I can tell what strange thing starts the problem.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Plot · Monday

TEKS 3.8(C) · Plot · 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 problem starting in a story."

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

"A plot problem often starts with something strange a character notices."

▶ Read the line twice. Students circle far from the ocean on the NOTICE row.

ANSWER KEY: A seashell is found far from the ocean, and that seems strange.

CHECK FOR UNDERSTANDING

Ask a student to say why the shell seems strange to Emsy.

COMMON MISCONCEPTION

Students may say the problem is that the shell is pretty. The problem is how it got so far from the ocean.

POSSIBLE STUDENT QUESTION

Is noticing something strange the same as solving it? No. Noticing comes first, then a character works to solve it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the start of a story problem. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy writes in her notebook about the shell.

TODAY'S THINKING JOB

CHOOSE

"I can choose the main problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the main problem.

STAAR asks: What is the main problem in the story? Pick the problem Emsy is really trying to solve, not a small detail.

"Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell."

- A** Emsy kneels beside the display case at the museum. • **B** Emsy writes clues in a notebook about the shell. • **C** Emsy does not know how the shell traveled so far from the ocean.

I CAN | I can tell the main problem apart from a small detail.



The Writing Academy®, LLC

Grade 3 • Prepare Cluster • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 main problem in a story."

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

"Lots of small things happen, but only one is the real problem."

▶ Students choose privately, then explain why the other two are only small details.

ANSWER KEY: C. Emsy does not know how the shell traveled so far from the ocean.

CHECK FOR UNDERSTANDING

Ask a student to explain why kneeling is not the main problem.

COMMON MISCONCEPTION

Students may pick an action Emsy does, like writing in her notebook. An action is not the same as the problem.

POSSIBLE STUDENT QUESTION

Can a small true detail still be a trap? Yes, it really happens, but it does not drive the plot.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the main problem over a small detail. Keep the demand at this level.

RAISE THE THINKING

Ask a student how they can tell a small detail from the main problem.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that names the main problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the problem is named.

STAAR asks: Which sentence from the story best supports the idea that Emsy has a mystery to solve?

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

I CAN | I can point to the exact sentence that supports the main problem.



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Grade 3 · Prepare Cluster · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that names the main problem."

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

"Good readers find the exact sentence that names the problem."

▶ Students underline *Mystery number one* and the question on the *SHOW* row.

ANSWER KEY: Emsy calls it *Mystery number one* and asks how the shell traveled so far.

CHECK FOR UNDERSTANDING

Ask a student to read the question Emsy asks in her notebook.

COMMON MISCONCEPTION

Students may pick a sentence about the clues instead. The clues come later; this sentence names the problem.

POSSIBLE STUDENT QUESTION

Why does Emsy call it a mystery? Because she does not know the answer yet, and that is the problem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that names the main problem. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does right after she writes the mystery question.

TODAY'S THINKING JOB

OWN

"I can retell the main problem of a story in my own words."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the problem in your own words.

Write two sentences that explain the main problem in the story and one clue that helps solve it.

"Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger."

I CAN | I can explain the main problem and one clue that helps answer it.



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Grade 3 · Prepare Cluster · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the main problem of a story in my own words."

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

"Say the problem first, then add a clue that helps solve it."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: The problem is how the shell traveled inland; one clue is that it came from the coast.

CHECK FOR UNDERSTANDING

Ask a student to read the problem sentence they wrote.

COMMON MISCONCEPTION

Students may only list clues and skip naming the problem. Name the problem first.

POSSIBLE STUDENT QUESTION

Do I need every clue to explain the problem? No, one clear clue is enough.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the main problem with supporting evidence. Keep the demand at this level.

RAISE THE THINKING

Ask a student which clue they think is the strongest and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how a small detail is different from the main problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the real problem.

A student wrote that the problem is Emsy likes shells. How is liking shells connected to the real mystery Emsy solves? Explain the real problem.

"She wrote one last question in her notebook: Why would people bring these things so far?"

I CAN | I can defend the real problem and explain why a detail is not the problem.



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Grade 3 · Prepare Cluster · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how a small detail is different from the main problem."

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

"A detail about a character is not the same as the problem the plot follows."

▶ Students write the real problem and the word because on the DEFEND row.

ANSWER KEY: The real problem is Emsy's question about why people brought the shell so far, which the clues help answer.

CHECK FOR UNDERSTANDING

Ask a student to prove the real problem using Emsy's notebook question.

COMMON MISCONCEPTION

Students may agree with the trap because Emsy really does like shells. A true detail can still be the wrong answer.

POSSIBLE STUDENT QUESTION

Why does the real problem matter more than a detail? Because the clues and the ending all connect to the real problem, not the detail.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why a detail is not the main problem. Keep the demand at this level.

RAISE THE THINKING

Ask what would change in the story if Emsy never asked her notebook question.

Find the problem on your own.

Go back to the story. Write the main problem Emsy is trying to solve. Copy the sentence that proves it.

Go back to the story.
Write the main problem Emsy is trying to solve.
Copy the sentence that proves it.

I CAN | I can find the main problem and prove it with a sentence from the story.

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Grade 3 · Prepare Cluster · Plot



TEKS 3.8(C) · Plot · 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.

“Think about the question Emsy keeps asking herself. That question is the problem.”

▶ 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 Emsy sees a seashell at a museum far from the ocean. That strange fact is where the problem begins.

CHOOSE C. Emsy does not know how the shell traveled so far from the ocean. A is Small detail, not a plot event: kneeling. B is Small detail, not a plot event: writing in a notebook is not the problem.

SHOW Emsy pulled out her notebook and calls it **Mystery number one, asking how this shell traveled so far.** This sentence names the exact problem she must solve.

OWN **Answers vary.** Example: The problem is that nobody knows how a seashell got so far from the ocean. One clue is that the shell came from the coast, far from Poverty Point.

DEFEND Liking shells is a small detail that does not drive the plot. The real problem connects to her question why people would bring these things so far, which leads her to find an answer. The student names Small detail, not a plot event.

YOUR TURN **Answers vary.** Example: The problem is how the shell traveled so far from the ocean. Proof: How did this shell travel so far?

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Grade 3 · Prepare Cluster · Plot



TEKS 3.8(C) · Plot · Week 3 of 36 · Prepare Cluster · 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 label said the shell had been found at Poverty Point, far from the ocean. ... Emsy pulled out her notebook. ‘Mystery number one: How did this shell travel so far?’ ... She wrote one last question in her notebook: Why would people bring these things so far?”

What is the main problem in the story?

- A** Emsy kneels beside a display case at the museum.
- B** Emsy carries a notebook and a pencil with her.
- C** Nobody knows how a seashell traveled so far from the ocean to Poverty Point.
- D** Archaeologists found copper that also came from far away.



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Grade 3 · Prepare Cluster · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a true small detail, like kneeling or carrying a notebook, instead of the real problem.

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.

PLOT

The answer is C.

A Emsy kneels beside a display case at the museum.
Topic Trap: Small detail, not a plot event. Kneeling is just an action, not the problem.

B Emsy carries a notebook and a pencil with her.
Topic Trap: Small detail, not a plot event. Carrying a notebook does not drive the plot.

C Nobody knows how a seashell traveled so far from the ocean to Poverty Point. Correct.
Correct. This is the exact mystery Emsy is trying to solve.

D Archaeologists found copper that also came from far away.
Topic Trap: Small detail, not a plot event. The copper is a clue, not the main problem.



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Grade 3 · Prepare Cluster · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot problem is solved when a character finds a real answer using evidence.

I can tell the true resolution apart from an idea the text never says.

The test gives me an answer not in the text as a trap, so I check the evidence.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn **how the problem is solved** at the end of a story. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Mystery of the Traveling Shell**. STAAR asks: **How is the problem solved at the end of the story?** Trap this week: **Not in the text**, an answer the story never actually says.

This deck teaches **finding how the problem is solved** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 3 • Prepare Cluster • Plot

TEKS 3.8(C) • Plot • 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 are learning how the problem in a story gets solved.”

▶ 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 about the resolution, and we will learn to spot answers the text never actually says.”

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

PREP & MATERIALS: the Plot slide deck for the 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 how the problem in a favorite story gets solved.

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 clues that help solve a problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the clues piling up.

Read about Emsy's clues. Notice how many clues she gathers before she answers her question. Circle the word clue each time it appears.

"Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers."

I CAN | I can tell when a character is gathering evidence to solve a problem.



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Grade 3 · Prepare Cluster · Plot · Monday

TEKS 3.8(C) · Plot · 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 the clues that help solve a problem."

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

"A problem is often solved one clue at a time. Count how many Emsy finds."

▶ Read the line twice. Students circle clue on the NOTICE row.

ANSWER KEY: Emsy gathers several clues, including the rivers, before she solves the mystery.

CHECK FOR UNDERSTANDING

Ask a student to name one clue Emsy finds about the rivers.

COMMON MISCONCEPTION

Students may think one clue is enough to solve the mystery. Emsy needs several clues together.

POSSIBLE STUDENT QUESTION

Does one clue solve the whole mystery? No, it takes several clues put together.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing evidence that leads to a resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does with her clues once she has gathered them.

TODAY'S THINKING JOB

CHOOSE

"I can choose how a story problem is really solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how the problem is solved.

STAAR asks: How is the problem solved at the end of the story? Pick the true answer Emsy reaches using her clues.

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

- A** Emsy decides a strong wind carried the shell across the land. • **B** The shell probably reached Poverty Point through long-distance trade. • **C** Emsy decides the shell is not worth studying anymore.

I CAN | I can tell the true resolution apart from an answer the text never gives.



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Grade 3 · Prepare Cluster · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 how a story problem is really solved."

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

"Only one answer uses the clues Emsy actually gathers in the story."

▶ Students choose privately, then point to the clue that supports the true answer.

ANSWER KEY: B. The shell probably reached Poverty Point through long-distance trade.

CHECK FOR UNDERSTANDING

Ask a student to name one clue that supports the trade answer.

COMMON MISCONCEPTION

Students may invent an answer that sounds possible but is not in the story. Stick with Emsy's own written claim.

POSSIBLE STUDENT QUESTION

Can an answer sound reasonable but still be wrong? Yes, if the story never actually says it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the resolution the text actually supports. Keep the demand at this level.

RAISE THE THINKING

Ask a student why wind is never a clue in the story.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the mystery is solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the mystery is solved.

STAAR asks: Which sentence from the story best supports the idea that Emsy has found her answer?

"She drew a box around her final claim."

I CAN | I can point to the exact sentence where the resolution happens.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the mystery is solved."

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

"Look for the moment a character feels sure and marks down an answer."

▶ Students underline final claim on the SHOW row.

ANSWER KEY: She drew a box around her final claim about the shell.

CHECK FOR UNDERSTANDING

Ask a student what Emsy writes right after she draws the box.

COMMON MISCONCEPTION

Students may pick a sentence about a clue instead. The clues come before the resolution, not during it.

POSSIBLE STUDENT QUESTION

How do we know Emsy is sure of her answer? She boxes it and calls it her final claim.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the resolution happens. Keep the demand at this level.

RAISE THE THINKING

Ask what evidence Emsy lists right before her final claim.

TODAY'S THINKING JOB

OWN

"I can retell how a story problem gets solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the resolution.

Write two sentences that explain how Emsy solves the mystery of the shell.

"Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations."

I CAN | I can explain the resolution using the evidence a character gathers.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell how a story problem gets solved."

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

"Say the final answer first, then one piece of evidence that supports it."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: the shell reached Poverty Point through trade, supported by the copper clue.

CHECK FOR UNDERSTANDING

Ask a student to read the resolution sentence they wrote.

COMMON MISCONCEPTION

Students may only repeat the question instead of the answer. Write the final answer, not just the mystery.

POSSIBLE STUDENT QUESTION

Do I need every piece of evidence in my answer? No, one strong piece is enough to explain the resolution.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution with supporting evidence. Keep the demand at this level.

RAISE THE THINKING

Ask a student which piece of evidence they find most convincing.

TODAY'S THINKING JOB

DEFEND

"I can explain how a resolution is different from an answer not in the text."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the true resolution.

A student wrote that Emsy decides the shell is magic. How is magic connected to the resolution the text supports? Explain the real ending.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

I CAN | I can defend the true resolution using evidence from the story.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how a resolution is different from an answer not in the text."

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

"A resolution must use the evidence a character actually gathers, not a guess."

▶ Students write the real resolution and the word because on the DEFEND row.

ANSWER KEY: The real resolution is long-distance trade, shown right where the story says Mystery solved.

CHECK FOR UNDERSTANDING

Ask a student to prove the resolution using Emsy's final claim.

COMMON MISCONCEPTION

Students may accept a fun-sounding answer like magic. Fun does not mean it is in the text.

POSSIBLE STUDENT QUESTION

Why can't an answer be true just because it sounds interesting? Because the resolution must come from evidence in the story.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why an idea not in the text cannot be the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Emsy never found the copper clue.

Solve it on your own.

Go back to the story. Write how the mystery is solved at the end. Copy the sentence that proves it.

Go back to the story.
Write how the mystery is solved at the end.
Copy the sentence that proves it.

I CAN | I can find the resolution and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Plot



TEKS 3.8(C) · Plot · 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.

"Think about the final claim Emsy boxes. That claim is the resolution."

▶ 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 Emsy finds several clues, like the rivers on the map, before she solves her mystery. Each clue brings her closer to the resolution.

CHOOSE B. The shell probably reached Poverty Point through long-distance trade. A is Not in the text: the story never mentions wind carrying the shell. C is Not in the text: Emsy never decides the shell is unimportant.

SHOW She drew a box around her final claim, and the very next line is her answer about long-distance trade. Boxing her final claim shows she has solved the mystery.

OWN Answers vary. Example: Emsy decides the shell traveled through trade along rivers. She knows this because other materials, like copper, also came from distant places.

DEFEND Magic is never mentioned, so it is not the resolution. After Emsy closed her notebook and looked once more at the quiet shell, the story confirms her claim about long-distance trade, not magic. The student names Not in the text.

YOUR TURN Answers vary. Example: The shell reached Poverty Point through long-distance trade. Proof: The seashell probably reached Poverty Point through long-distance trade.

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Grade 3 · Prepare Cluster · Plot



TEKS 3.8(C) · Plot · Week 4 of 36 · Prepare Cluster · 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.

“Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. ... The seashell probably reached Poverty Point through long-distance trade. ... Mystery solved.”

How is the problem solved at the end of the story?

A Emsy decides the shell probably traveled through long-distance trade.

B Emsy decides a strong wind carried the shell across the land.

C Emsy gives up and leaves the shell a mystery forever.

D Emsy decides the shell was dropped by a visitor at the museum.



The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking a fun-sounding answer, like wind or a visitor, that the story never actually 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.

PLOT

The answer is A.

- A Emsy decides the shell probably traveled through long-distance trade. **Correct.****
Correct. This is the final claim Emsy boxes, supported by her clues about rivers and other traded goods.
- B Emsy decides a strong wind carried the shell across the land.**
Stretched or Unsupported: Not in the text. Wind is never one of Emsy's clues.
- C Emsy gives up and leaves the shell a mystery forever.**
Stretched or Unsupported: Not in the text. Emsy solves the mystery; she does not give up.
- D Emsy decides the shell was dropped by a visitor at the museum.**
Stretched or Unsupported: Not in the text. No visitor is ever mentioned in the story.



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Grade 3 · Prepare Cluster · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is all the events in a story, told in order.

I can tell which event comes next by checking the story.

I can beat an Out of order trap by reading the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Recess Question”

This week we learn about **the sequence of events**: the order the events happen in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **The Recess Question**. STAAR asks: **Which event happens right after...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **putting story events in order** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Plot

TEKS 3.8(C) • Plot • 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 learn about plot. Plot is the order of events in a 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.

“Each day we will practice a real STAAR question about which event comes right after another, and we will learn to spot Out of order traps.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to tell what happens right after recess starts.

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 first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first lines of **The Recess Question**. Notice what happens as recess begins. Circle the words that tell what happens first.

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

I CAN | I can notice the first events as the story begins.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first events in a story."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle scooted back and hurried on the NOTICE row.

ANSWER KEY: The bell rings, and then chairs scoot back and sneakers hurry across the floor.

CHECK FOR UNDERSTANDING

Ask a student to tell what the class does first at recess.

COMMON MISCONCEPTION

Students may pick an exciting moment, like Lily's big jump. The question asks what happens first.

POSSIBLE STUDENT QUESTION

Is the first event always the most exciting? No. It is just where the story starts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the words that show the class is in a hurry.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that comes next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what comes next.

STAAR asks: **Which event happens right after** Ava and Beth begin turning the rope together? Pick the event that comes next.

"Their friend Max jumped into the middle."

A Beth notices Lily sitting alone near the fence. • **B** Mrs. Green writes a question on the board. • **C** Max jumps into the middle of the rope.

I CAN | I can find the event that happens right after another event.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the event that comes next."

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

"All three events happen in the story. Only one comes right after the rope starts turning."

▶ Students choose privately, then put the three events in order with a partner.

ANSWER KEY: C. Max jumps into the middle of the rope.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may choose an event from the end of recess. Look for the event that comes right after the rope starts turning.

POSSIBLE STUDENT QUESTION

If every choice really happens, how do I pick? Find each one in the story and see which comes next.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes next. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice happens last and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that tells a new event."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the rope game ends.

STAAR asks: Which sentence from the story best supports the idea that Lily finally makes it over the rope?

"On the third try, she made it over."

I CAN | I can point to the exact sentence where a new event happens.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that tells a new event."

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

"Signal words and numbers like third help us follow the order. Hunt for one."

▶ Take two or three answers. Students underline On the third try.

ANSWER KEY: On the third try, she made it over.

CHECK FOR UNDERSTANDING

Ask a student to name the number word in the sentence.

COMMON MISCONCEPTION

Students may choose a sentence about the game itself. Look for the sentence where Lily finally succeeds.

POSSIBLE STUDENT QUESTION

Why does the word third matter? It tells us this try comes after the first two misses.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where Lily succeeds. Keep the demand at this level.

RAISE THE THINKING

Ask what the story says right after Lily makes it over.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of events.

Write three sentences that tell what happens with the jump ropes, in order. Use first, next, and last.

"Ava and Beth began turning the rope together."

I CAN | I can retell three events in order using signal words.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the plot."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the rope turns, next Max jumps in, last Lily makes it over and everyone cheers.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may write about the vote in the classroom. Stay with the jump rope game.

POSSIBLE STUDENT QUESTION

Can I change which event comes first? No. The order has to match the story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a sequence of events independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the order.

How does Beth's invitation to Lily lead to Lily jumping the rope? Explain the order.

"Soon Lily was jumping while Beth and Ava turned the rope."

I CAN | I can defend the real order of events and explain how they connect.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One event makes the next one possible. Ask what Beth's kindness starts."

▶ Students write the real order with because or so on the DEFEND row.

ANSWER KEY: Beth asks Lily to play before Lily jumps, so the invitation leads to the jump.

CHECK FOR UNDERSTANDING

Ask a student to point to the line where Beth invites Lily.

COMMON MISCONCEPTION

Students may say the jump happened first because they remember it best. Check the story for the real order.

POSSIBLE STUDENT QUESTION

What tells us Beth asked first? The story says Beth asks Lily, and only then does Lily start jumping.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how an invitation leads to a new event. Keep the demand at this level.

RAISE THE THINKING

Ask what the rope game would look like if Beth had never spoken to Lily.

Follow the plot on your own.

Go back to the story. Write the event that happens right after Max jumps into the middle. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after Max jumps into the middle.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

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Grade 3 · Cluster 1 · Plot



TEKS 3.8(C) · Plot · 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.

"Find Max jumping into the middle first. Then read the very next sentence."

▶ 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 bell rings, and then the class hurries out to recess. The chairs scoot back and sneakers hurry across the floor. That is how the plot begins.

CHOOSE C. Max jumps into the middle of the rope. A is Out of order: Beth sees Lily later, after Max jumps. B is Wrong part of the story: the board question happens back in the classroom.

SHOW On the third try, she made it over. The word third tells the order. Lily misses twice, and then on the next try she makes it over the rope.

OWN Answers vary. Example: First, Ava and Beth begin turning the rope together. Next, Max jumps into the middle. Last, Lily makes it over the rope and everyone cheers.

DEFEND Beth's invitation leads to Lily joining the game, because soon Lily was jumping while Beth and Ava turned the rope. Beth asks first, then Lily jumps. The trap would be Out of order if someone said Lily jumped first.

YOUR TURN Answers vary. Example: Max jumps higher each time the rope comes around. Proof: Max jumped higher each time the rope came around.

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Grade 3 · Cluster 1 · Plot



TEKS 3.8(C) · Plot · Week 5 of 36 · Cluster 1 · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“Finally, Mrs. Green handed each student a small paper ballot. ... ‘Now you have heard several perspectives,’ she said. ... ‘Choose the solution you believe would work best for our class.’”

Which event happens right after Mrs. Green hands each student a paper ballot?

- A** Mrs. Green draws three columns on the board.
- B** The students place their ballots in the box one by one.
- C** Beth notices Lily sitting alone near the fence.
- D** The class lines up when recess is over.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing an answer because the event really happens, without checking that it happens right after the ballots.

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.

PLOT

The answer is B.

Mrs. Green draws three columns on the board.

- A** Pattern Mix-Up: Out of order. The columns go on the board during the discussion, before the ballots, not right after.

The students place their ballots in the box one by one. Correct.

- B** Correct. Right after the ballots are handed out, the students place them in the box one by one.

Beth notices Lily sitting alone near the fence.

- C** Another Place: Wrong part of the story. Beth notices Lily during the jump rope game, not after the ballots.

The class lines up when recess is over.

- D** Pattern Mix-Up: Out of order. The class lines up right after recess ends, before the ballots.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A problem in a story is called the conflict.

The conflict does not just appear. Something causes it to happen.

I can beat a Cause and effect switched trap by checking which event came first.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn about **the conflict**: the problem a character faces in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **What causes the problem in the story?** Trap this week: **Cause and effect switched**, a choice that switches which event caused which.

This deck teaches **finding the cause of the conflict** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Plot

TEKS 3.8(C) • Plot • 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 about the conflict in a story. The conflict is the problem the character faces.”

▶ *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 about what causes the problem, and we will learn to spot answers that switch cause and effect.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 Module 2 . a class or student copy of “The Mystery of the Traveling Shell” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell the problem in a favorite story and what causes it.

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 problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the first lines of **The Mystery of the Traveling Shell**. Notice the problem Emsy finds at the museum. Circle the words that tell what is wrong.

"Poverty Point was far inland, nowhere near the ocean."

I CAN | I can notice the problem a character finds.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the problem in a story."

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

"Every story has a problem. Listen for what is wrong in this one."

▶ Read the line twice. Students circle far inland on the NOTICE row.

ANSWER KEY: The shell was found far inland, nowhere near the ocean.

CHECK FOR UNDERSTANDING

Ask a student to tell what is strange about where the shell was found.

COMMON MISCONCEPTION

Students may say the shell is pretty. The question asks what is wrong with where it was found.

POSSIBLE STUDENT QUESTION

Is the shell really in the wrong place? It looks that way, and that is the problem Emsy wants to solve.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem in a story. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does first to learn about the shell.

TODAY'S THINKING JOB

CHOOSE

"I can choose what causes the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what causes the problem.

STAAR asks: **What causes the problem in the story?** Pick the reason the shell seems out of place.

"The label explained that the shell came from a coastal environment."

A Emsy's wish to solve a mystery puts the shell in the wrong place. • **B** The shell was found far inland, though it came from the coast. • **C** The museum label is wrong about where the shell came from.

I CAN | I can tell the cause of the problem in a story.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 what causes the problem."

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

"The problem has a cause. Look for the event that makes the shell seem out of place."

▶ Students choose privately, then find the sentence that shows the cause.

ANSWER KEY: B. The shell was found far inland, though it came from the coast.

CHECK FOR UNDERSTANDING

Ask a student to read the line that shows where the shell was found.

COMMON MISCONCEPTION

Students may pick a reason that comes after the problem. The cause has to come first.

POSSIBLE STUDENT QUESTION

How can I check the cause? Find the sentence that tells where the shell was found and where it came from.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing what causes the problem. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would happen if the shell had been found on the coast.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that tells the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the mystery.

Which sentence from the story best supports the idea that the shell is a mystery to Emsy?

"So how had this one traveled hundreds of miles?"

I CAN | I can point to the exact sentence where the problem appears.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that tells the problem."

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

"A character's words can point to the problem. Hunt for Emsy's question."

▶ Take two or three answers. Students underline how had this one traveled.

ANSWER KEY: So how had this one traveled hundreds of miles?

CHECK FOR UNDERSTANDING

Ask a student to tell who asks this question.

COMMON MISCONCEPTION

Students may choose a sentence about the map. Look for the sentence where Emsy asks about the shell itself.

POSSIBLE STUDENT QUESTION

Why is a question good evidence here? Because it shows exactly what Emsy cannot explain.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the problem. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does right after she asks this question.

TODAY'S THINKING JOB

OWN

"I can tell the problem and what causes it."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the cause.

Write two sentences. Tell the problem in your own words, then write the event that causes it.

"Seashells came from far away. Copper came from far away."

I CAN | I can retell the cause of the problem in my own words.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 tell the problem and what causes it."

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

"Tell the problem first, then name what causes it."

▶ Students write two sentences on the OWN row.

ANSWER KEY: Example: A shell from the coast was found far inland, and that is what causes the mystery.

CHECK FOR UNDERSTANDING

Ask a student to read their two sentences while the class checks the cause.

COMMON MISCONCEPTION

Students may write about the solution instead of the cause. Stay with what starts the problem.

POSSIBLE STUDENT QUESTION

Can I use my own words? Yes, as long as the cause is true to the story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the cause of a problem independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which clue is the strongest and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how two clues connect."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the clue.

How does the copper clue support Emsy's idea about the shell? Explain the connection.

"Copper came from far away. Both were discovered here."

I CAN | I can defend how one clue supports another idea.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how two clues connect."

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

"One clue can support another. Ask what the copper adds to the shell clue."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: Copper and the shell both came from far away, so together they show a pattern of trade.

CHECK FOR UNDERSTANDING

Ask a student to name the two far away objects in the story.

COMMON MISCONCEPTION

Students may say the copper is a different mystery. The two clues connect because both came from far away.

POSSIBLE STUDENT QUESTION

Why does the pattern matter? Because two far away objects are stronger evidence than one shell alone.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how clues connect. Keep the demand at this level.

RAISE THE THINKING

Ask what the shell clue would show without the copper clue.

Prove the cause.

Go back to the story. Write what causes the problem in the story. Copy the sentence that proves it.

Go back to the story.
Write what causes the problem.
Copy the sentence that proves it.

I CAN | I can tell what causes the problem and prove it with a sentence from the story.

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Grade 3 · Cluster 1 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the sentence that tells where the shell was found. Then check why that is a problem."

▶ 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 shell was found at Poverty Point, and Poverty Point was far inland, nowhere near the ocean. A shell from the sea should not be so far from the water, so that is the problem.

CHOOSE B. The shell was found far inland, though it came from the coast. A is Cause and effect switched: Emsy's wish comes after the problem, so it cannot cause it. C is Not in the text: the story never says the label is wrong.

SHOW So how had this one traveled hundreds of miles? This is Emsy's own question, and it shows the problem: the shell is far from home, and she does not know how it got there.

OWN Answers vary. Example: The problem is that a shell from the coast was found far inland. Emsy sees a pattern because seashells came from far away and copper came from far away too, and that pattern helps her solve it.

DEFEND The copper clue supports the idea that the shell traveled too, because Copper came from far away and both were discovered here at Poverty Point. Two far away objects in one place show a pattern, and that leads to her answer: trade.

YOUR TURN Answers vary. Example: The shell was found far from the ocean. Proof: The shell had been discovered far from the place where it could have formed naturally.



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.

PLOT

READ THIS PASSAGE EXCERPT.

“Inside rested a small, pearly seashell. ... Found at Poverty Point, Louisiana. ... She had studied the map hanging beside the exhibit.”

What causes the problem in the story?

- A** The shell is small and pearly white.
- B** Emsy finds the distance too hard to measure on the map.
- C** Emsy's notebook makes the shell travel inland.
- D** The shell came from the coast but was found at inland Poverty Point.



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Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing an answer that sounds smart, without checking that it really causes the problem.

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.

PLOT

The answer is D.

- A The shell is small and pearly white.**
Topic Trap: Small detail, not a plot event. The shell's size and color are details; they do not cause the problem.
- B Emsy finds the distance too hard to measure on the map.**
Stretched or Unsupported: Not in the text. The story never says Emsy has trouble measuring the distance.
- C Emsy's notebook makes the shell travel inland.**
Reversed Meaning: Cause and effect switched. The notebook comes after the problem; it did not move the shell.
- D The shell came from the coast but was found at inland Poverty Point. Correct.**
Correct. A shell from the coast found far inland is what starts the mystery, so that is what causes the problem.



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Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A conflict is the problem a character cares about in a story.

Characters do things for reasons, and I can find the true reason in the text.

I can beat a Wrong motive trap by checking the story for the real reason.

THIS WEEK'S FOCUS

Plot

from “The Recess Question”

This week we learn about **the conflict**: the problem a character cares about in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Recess Question**. STAAR asks: **Why is the main character worried at the beginning of the story?** The story never uses the word worried. We know Beth cares because of what she does. Trap this week: **Wrong motive**, an action that really happens, but with the wrong reason behind it.

This deck teaches **finding the true reason a character acts** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Plot

TEKS 3.8(C) • Plot • 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 about the conflict in a story. A conflict is a problem a character cares about.”

▶ *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 about why the main character is worried, and we will learn to spot answers that give a wrong reason.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 Module 3 . a class or student copy of “The Recess Question” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell why Beth stops turning the rope.

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 problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the first lines of **The Recess Question**. Beth sees a girl sitting alone. Circle the words that tell who the girl is.

"It was Lily. She had joined their class only a few days earlier."

I CAN | I can notice who the problem is about.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the problem in a story."

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

"Every problem starts somewhere. Watch for the moment Beth notices Lily."

▶ Read the line twice. Students circle only a few days earlier on the NOTICE row.

ANSWER KEY: Lily is new, and she is sitting alone near the fence.

CHECK FOR UNDERSTANDING

Ask a student to tell who is sitting alone near the fence.

COMMON MISCONCEPTION

Students may say the problem is the recess vote. The question asks what Beth notices first.

POSSIBLE STUDENT QUESTION

Does the story say Lily has no friends? It says she joined the class only a few days earlier, so she is new.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing who the problem is about. Keep the demand at this level.

RAISE THE THINKING

Ask what Beth does right after she sees Lily.

TODAY'S THINKING JOB

CHOOSE

"I can choose the true reason a character acts."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the true reason.

STAAR asks: **Why is the main character worried at the beginning of the story?** The story never says the word worried, so we watch what Beth does. Pick the reason she stops the rope.

"I think Lily might need someone to play with,"

A Because she sees Lily sitting alone and wants to help her. • **B** Because she is tired of turning the rope with Ava. • **C** Because she wants recess to end so the class can go inside.

I CAN | I can tell why a character does something.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 true reason a character acts."

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

"All three reasons could sound real. Only one is the true reason Beth stops the rope."

▶ Students choose privately, then find the line in the story that proves the true reason.

ANSWER KEY: A. Because she sees Lily sitting alone and wants to help her.

CHECK FOR UNDERSTANDING

Ask a student to read the line where Beth tells her reason.

COMMON MISCONCEPTION

Students may pick a reason that sounds true, like tiredness. A real action can still have the wrong reason.

POSSIBLE STUDENT QUESTION

How can I check the reason? Find the sentence where Beth tells why she stopped the rope.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true reason a character acts. Keep the demand at this level.

RAISE THE THINKING

Ask a student to tell what changes for Lily after Beth talks to her.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show Beth's care.

Which sentence from the story best supports the idea that Lily joins the game?

"Soon Lily was jumping while Beth and Ava turned the rope."

I CAN | I can point to the exact sentence that shows the result.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"A result sentence can prove an idea. Hunt for the line where Lily plays."

▶ Take two or three answers. Students underline Soon and jumping.

ANSWER KEY: Soon Lily was jumping while Beth and Ava turned the rope.

CHECK FOR UNDERSTANDING

Ask a student to tell what Lily does in this sentence.

COMMON MISCONCEPTION

Students may choose the line where Beth stops the rope. Look for the line where Lily is already playing.

POSSIBLE STUDENT QUESTION

Why is this line strong evidence? It shows Lily in the game with the other children.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the result. Keep the demand at this level.

RAISE THE THINKING

Ask what made it possible for Lily to be jumping.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the story events.

Write three events in order: what Beth sees, what she does, and how it ends. Use first, next, and last.

"Most of all, she was glad she had asked Lily to join them."

I CAN | I can retell the story events using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow what happens."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Beth sees Lily alone, next she asks her to play, last Lily jumps and everyone cheers.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may write about the whole day. Stay with the events about Lily.

POSSIBLE STUDENT QUESTION

Do my events have to match the story? Yes, the order has to be true to the story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling story events in order independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event matters most to the story and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How does Beth's talk with Lily lead to Lily making it over the rope? Explain the connection.

"On the third try, she made it over."

I CAN | I can defend how an action leads to a result.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One action leads to a result. Ask what Beth's kind words start."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: Beth talks to Lily first, and that leads to Lily making it over the rope.

CHECK FOR UNDERSTANDING

Ask a student to point to the line where Lily makes it over.

COMMON MISCONCEPTION

Students may say Beth helped because she felt sorry for herself. The story shows Beth cares about Lily.

POSSIBLE STUDENT QUESTION

What proves the talk came first? Beth talks to Lily, and only then does Lily start jumping.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how an action leads to a result. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Beth had never talked to Lily.

Prove the reason.

Go back to the story. Write why Beth stops turning the rope. Copy the sentence that proves it.

Go back to the story.
Write why Beth stops turning the rope.
Copy the sentence that proves it.

I CAN | I can tell why a character acts and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the sentence where Beth stops the rope. Then read what she says next."

▶ 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 sees Lily sitting alone near the fence. Lily had joined their class only a few days earlier, so she is new to the class. That is the problem Beth notices.

CHOOSE A. Because she sees Lily sitting alone and wants to help her. B is Wrong motive: Beth stops the rope, but she is not tired; she wants to help Lily. C is Opposite of the text: Beth loves recess and does not want it to end.

SHOW Soon Lily was jumping while Beth and Ava turned the rope. This line shows the result of Beth's invitation: Lily is now playing with the group, not sitting alone.

OWN Answers vary. Example: First, Beth sees Lily sitting alone near the fence. Next, Beth asks Lily to play. Last, Lily jumps the rope and everyone cheers, and Beth is glad she asked Lily to join them.

DEFEND Beth's invitation leads to Lily making it over the rope, because Beth asks first and Lily joins the game. On the third try, she made it over. A Wrong motive trap would say she helped because she was tired.

YOUR TURN Answers vary. Example: Beth stops the rope because she sees Lily sitting alone near the fence. Proof: Beth stopped turning the rope.



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.

“Then Beth noticed someone sitting alone near the fence. ... Beth stopped turning the rope. ... ‘What’s wrong?’ Ava asked.”

Why is the main character worried at the beginning of the story? What problem does she notice?

A Because she sees Lily sitting alone and thinks Lily needs someone to play with.

B Because she is tired of turning the rope and wants a rest.

C Because Max is jumping too high and she fears he will fall.

D Because she wants recess to end so everyone goes back inside.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a reason that sounds possible, like tiredness, without checking the story for Beth’s real reason.

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.

PLOT

The answer is A.

Because she sees Lily sitting alone and thinks Lily needs someone to play with. Correct.

A Correct. Beth stops the rope because she sees Lily sitting alone, and she thinks Lily might need someone to play with.

Because she is tired of turning the rope and wants a rest.

B Stretched or Unsupported: Wrong motive. Beth stops the rope to help Lily, not because she is tired.

Because Max is jumping too high and she fears he will fall.

C Stretched or Unsupported: Not in the text. The story never says Beth is afraid Max will fall.

Because she wants recess to end so everyone goes back inside.

D Reversed Meaning: Opposite of the text. Beth loves recess and does not want it to end.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A problem in a story is called the conflict, and the resolution is how it gets solved.

I can tell how the characters solve the problem by following the clues.

I can beat a Wrong character trap by checking who really does the solving.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn about **the resolution**: how the problem in a story gets solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **How do the characters solve the problem?** Trap this week: **Wrong character**, a choice that gives a real event to the wrong character.

This deck teaches **solving the problem with the characters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Plot

TEKS 3.8(C) • Plot • 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 are learning about the resolution of a story. The resolution is how the problem gets solved.”

▶ 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 about how the characters solve the problem, and we will learn to spot answers that give a real event to the wrong character.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 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 tell the problem and the solution of a favorite story.

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 problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the mystery.

Look at the first lines of **The Mystery of the Traveling Shell**. Find what is strange about the shell. Circle the words that tell the problem.

"The label said the shell had been found at Poverty Point, far from the ocean."

I CAN | I can notice the problem a character finds at the start.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the problem in a story."

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

"Every story has a problem. Listen for what is wrong in this one."

▶ Read the line twice. Students circle Poverty Point and far from the ocean on the NOTICE row.

ANSWER KEY: The shell was found far from the ocean, and that is the problem.

CHECK FOR UNDERSTANDING

Ask a student to tell what is strange about where the shell was found.

COMMON MISCONCEPTION

Students may say the shell is smooth and white. The question asks what is wrong with where it was found.

POSSIBLE STUDENT QUESTION

Why is the far away place a problem? Because seashells come from the coast, so a shell inland needs an explanation.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem in the story. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does first to learn about the shell.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the problem is solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how it is solved.

STAAR asks: **How do the characters solve the problem?** Pick the choice that tells who solves it and how.

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

A The archaeologists solve the mystery by finding the copper. • **B** Emsy rolls the shell back to the coast along the rivers. • **C** Emsy uses the clues to figure out trade brought the shell.

I CAN | I can tell who solves the problem and how.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 how the problem is solved."

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

"The problem is solved by one character. Check who does the solving."

▶ Students choose privately, then find the sentence that shows the solution.

ANSWER KEY: C. Emsy uses the clues to figure out trade brought the shell. The seashell probably reached Poverty Point through long-distance trade.

CHECK FOR UNDERSTANDING

Ask a student to name the character who solves the problem.

COMMON MISCONCEPTION

Students may pick the archaeologists because they really find the copper. Finding copper is not the same as solving the mystery.

POSSIBLE STUDENT QUESTION

Who really solves the problem? Emsy does, by putting the clues together to name trade.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the problem is solved. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Emsy's final claim says about the shell.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that tells the solution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the solution.

Which sentence from the story best supports the idea that Emsy solves the problem?

"They could trade what they had for valuable goods from other places."

I CAN | I can point to the sentence that shows how the problem gets solved.



The Writing Academy®, LLC

Grade 3 • Cluster 1 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 the sentence that tells the solution."

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

"The solution hides in the story. Hunt for the sentence that tells how trade works."

▶ Take two or three answers. Students underline could trade on the SHOW row.

ANSWER KEY: They could trade what they had for valuable goods from other places.

CHECK FOR UNDERSTANDING

Ask a student to say what people traded for.

COMMON MISCONCEPTION

Students may choose a sentence about a clue. Look for the sentence that tells how the problem gets solved.

POSSIBLE STUDENT QUESTION

What does trading have to do with the shell? Trading is how the shell could travel far inland to Poverty Point.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the solution. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would end if people could not trade.

TODAY'S THINKING JOB

OWN

"I can retell the problem and the solution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own problem and solution.

Write two sentences. Tell the problem, then tell how Emsy solves it.

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

I CAN | I can retell the problem and the solution in my own words.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the problem and the solution."

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

"Tell the problem first, then tell how it gets solved."

▶ Students write two sentences on the OWN row.

ANSWER KEY: Example: The problem is the shell far inland, and the solution is that trade brought it there.

CHECK FOR UNDERSTANDING

Ask a student to read both sentences while the class checks the problem and the solution.

COMMON MISCONCEPTION

Students may write only the problem. Be sure to tell how Emsy solves it too.

POSSIBLE STUDENT QUESTION

Do I need both the problem and the solution? Yes, this week we learn how the resolution answers the problem.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the problem and the solution on my own. Keep the demand at this level.

RAISE THE THINKING

Ask a student which clue matters most to the solution and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how a clue leads to the solution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the pattern.

How does the copper clue lead to Emsy's solution? Explain the connection.

"But several objects from distant places make a pattern."

I CAN | I can defend how one clue connects to the answer.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot · Friday

TEKS 3.8(C) · Plot · 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 how a clue leads to the solution."

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

"One clue can lead to the answer. Ask what the copper adds to the shell clue."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: The copper and the shell both came from far away, so together they make a pattern that points to trade.

CHECK FOR UNDERSTANDING

Ask a student to name the two far away objects in the story.

COMMON MISCONCEPTION

Students may say the copper has nothing to do with the shell. Both came from far away, and together they make a pattern.

POSSIBLE STUDENT QUESTION

Why is one object not enough? Because one traveling object could be an accident, but several objects make a pattern.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a clue leads to the solution. Keep the demand at this level.

RAISE THE THINKING

Ask what the shell clue would show without the copper clue.

Solve it on your own.

Go back to the story. Write how Emsy solves the problem. Copy the sentence that proves it.

Go back to the story.
Write how Emsy solves the problem.
Copy the sentence that proves it.

I CAN | I can tell how the problem is solved and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the sentence where Emsy writes her final claim. That sentence tells the solution."

▶ 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 label said the shell had been found at **Poverty Point, far from the ocean**. A shell from the sea should not be so far from the water, so that is the problem.

CHOOSE C. Emsy uses the clues to figure out trade brought the shell. A is Wrong character: the archaeologists found the copper, but Emsy solves the mystery. B is Not in the text: the story never says anyone rolls the shell back.

SHOW They could trade what they had for valuable **goods from other places**. This sentence gives Emsy's solution: people traded what they had, so the shell could reach Poverty Point through trade.

OWN **Answers vary.** Example: The problem is that a seashell from the coast was found far inland. Emsy solves it when the copper and the other clues show a pattern, and she names trade as the answer.

DEFEND The copper clue leads to Emsy's solution, **because archaeologists found copper from far away, and several objects from distant places make a pattern**. A pattern beats an accident, so Emsy concludes the shell was traded.

YOUR TURN **Answers vary.** Example: Emsy figures out that trade brought the shell to Poverty Point. Proof: The seashell probably reached Poverty Point through long-distance trade.

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Grade 3 · Cluster 1 · Plot



TEKS 3.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“She wrote one last question in her notebook: Why would people bring these things so far? ... The answer was scarcity. ... People did not always have every resource they wanted or needed where they lived.”

How do the characters solve the problem?

- A** The archaeologists solve the problem by finding the copper at Poverty Point.
- B** Emsy solves the problem by rolling the shell back to the coast.
- C** Emsy uses the clues to figure out that trade brought the shell to Poverty Point.
- D** Emsy decides the shell probably reached Poverty Point by accident.



The Writing Academy®, LLC

Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the archaeologists because they really find the copper, without checking who solves the problem.

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.

PLOT

The answer is C.

- A The archaeologists solve the problem by finding the copper at Poverty Point.**
Another Place: Wrong character. The archaeologists found the copper, but it is Emsy who solves the problem.
- B Emsy solves the problem by rolling the shell back to the coast.**
Stretched or Unsupported: Not in the text. The story never says anyone rolls the shell back to the coast.
- C Emsy uses the clues to figure out that trade brought the shell to Poverty Point. Correct.**
Correct. Emsy uses the clues to figure out that trade brought the shell to Poverty Point, and that is how the problem gets solved.
- D Emsy decides the shell probably reached Poverty Point by accident.**
Reversed Meaning: Opposite of the text. Emsy rules out an accident and concludes the shell traveled through trade.



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Grade 3 · Cluster 1 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

Some events drive the story forward, and some are only small details.

STAAR asks which event is most important, so I check what each event does.

THIS WEEK'S FOCUS

Plot

from “The Elves and the Shoemaker”

This week we learn to find **the most important event** in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the fairy tale **The Elves and the Shoemaker**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, an event that really happens but does not drive the story forward.

This deck teaches **telling which event matters most** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 3 • Cluster 2 • Plot

TEKS 3.8(C) • Plot • Week 9 of 36 • Cluster 2 • 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 learn about plot. A plot is all the events in a story, in the order they happen, and some events matter more than 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 practice the STAAR question about the most important event, and we will learn to spot small details that are not plot events.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 Module 1 . a class or student copy of “The Elves and the Shoemaker” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name the most important event in a favorite movie.

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 trouble at the start of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the shoemaker's trouble.

Read the first lines of **The Elves and the Shoemaker**. Find the shoemaker's trouble. Circle the words that tell what he has left.

"all he had in the world was gone, save just leather enough to make one pair of shoes"

I CAN | I can notice how a story begins with a problem.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the trouble at the start of a story."

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

"Every story starts somewhere. Listen for the trouble at the very start."

▶ Read the line twice. Students circle save just leather enough on the NOTICE row.

ANSWER KEY: The shoemaker has only enough leather for one pair of shoes.

CHECK FOR UNDERSTANDING

Ask a student to say what the shoemaker has left at the start.

COMMON MISCONCEPTION

Students may name the elves, who come later. Stay with the very first lines.

POSSIBLE STUDENT QUESTION

Is the trouble the same as the problem? Yes. The problem is that the shoemaker has almost nothing left.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the trouble at the start of the story. Keep the demand at this level.

RAISE THE THINKING

Ask what the shoemaker plans to do the next morning.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that matters most to the plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the most important event.

STAAR asks: **Which event is most important to the plot?** Think about which event makes the story move. Pick the one that drives the plot.

"began to ply with their little fingers, stitching and rapping and tapping away at such a rate"

A The elves secretly make the shoes every night. • **B** The shoes are sewn with not one false stitch. • **C** The elves dance out at the door and away over the green.

I CAN | I can tell which event drives the story forward.



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Grade 3 • Cluster 2 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 the event that matters most to the plot."

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

"All three events happen. Only one keeps the story going."

▶ Students choose privately, then tell a partner which event drives the plot.

ANSWER KEY: A. The elves secretly make the shoes every night.

CHECK FOR UNDERSTANDING

Ask a student to explain why the elves making the shoes matters most.

COMMON MISCONCEPTION

Students may pick C because it is fun. A fun ending is not the most important event.

POSSIBLE STUDENT QUESTION

What does drive the plot mean? It means the event that makes the other events happen.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that matters most. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen to the story if the elves never came.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the elves do the work."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the work gets done.

STAAR asks: Which sentence from the story best supports the idea that the elves do the work at night?

"and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers"

I CAN | I can point to the exact sentence that tells who does the work.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the elves do the work."

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

"Find the sentence that proves who does the work. Hunt for the elves."

▶ Take two or three answers. Students underline took up all the work on the SHOW row.

ANSWER KEY: The elves sat upon the bench, took up the work, and began to stitch with their fingers.

CHECK FOR UNDERSTANDING

Ask a student to name the words that tell when the elves come.

COMMON MISCONCEPTION

Students may pick a sentence about the shoes being finished. Look for the sentence that shows the elves working.

POSSIBLE STUDENT QUESTION

Why is midnight important? It tells when the work happens, so the couple can catch the elves.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves who does the work. Keep the demand at this level.

RAISE THE THINKING

Ask what the shoemaker does after he sees the finished shoes.

TODAY'S THINKING JOB

OWN

"I can retell the story in the order it happens."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the story in order.

Write three sentences that tell **The Elves and the Shoemaker** in order. Use first, next, and last.

"The good couple saw them no more; but everything went well with them from that time forward"

I CAN | I can retell three events in order using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the story in the order it happens."

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

"Use first, next, and last so a listener can follow the tale."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the shoemaker is poor, next the elves make the shoes, last the couple thanks them and all goes well.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may jump to the elves' dance. Keep the three events in the order they happen.

POSSIBLE STUDENT QUESTION

Can I use my own words? Yes, but the order must match the story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the story in order on my own. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend how the gift works.

How does the couple's gift of clothes lead to the elves leaving for good? Explain the connection.

"but when they saw the clothes lying for them, they laughed and chuckled"

I CAN | I can defend the real order of events and explain how they connect.



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Grade 3 · Cluster 2 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"In a plot, one event causes the next. Watch the order."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: The clothes come first, so the elves see them, laugh, and dance away. The trap is Cause and effect switched.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may think the dancing is the cause. The clothes are the cause; the dancing is the result.

POSSIBLE STUDENT QUESTION

Why does the order matter here? Because the gift is what makes the elves leave happy.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the gift leads to the elves leaving. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would be like if the couple never made the clothes.

Follow the plot on your own.

Go back to the story. Write what happens right after the elves finish the shoes. Copy the sentence that proves it.

Go back to the story.
Write what happens right after the elves finish the shoes.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot



TEKS 3.8(C) · Plot · 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.

"Find where the elves finish the shoes first. Then read the very next sentence."

▶ 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 shoemaker has only enough leather for one pair of shoes. He is poor and cannot earn enough. That is the trouble the story starts with.

CHOOSE A. The elves secretly make the shoes every night. B is Small detail, not a plot event: the fine stitches do not drive the story. C is Wrong part of the story: the dancing out comes at the end.

SHOW The elves sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers. Those words prove the elves are the ones doing the work at night.

OWN Answers vary. Example: First, the shoemaker is poor with one pair of leather left. Next, the elves make the shoes each night. Last, the couple thanks them and everything goes well.

DEFEND The gift leads to the leaving: when they saw the clothes lying for them, they laughed and chuckled, then danced away. A student who puts the dancing first has Cause and effect switched.

YOUR TURN Answers vary. Example: The elves bustle away quickly. Proof: and then they bustled away as quick as lightning.



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.

“all he had in the world was gone, save just leather enough to make one pair of shoes ... to his great wonder, there stood the shoes all ready made, upon the table ... and the poor shoemaker, with the money, bought leather enough to make two pairs more”

Which event is most important to the plot?

- A** The shoes are sewn with not one false stitch.
- B** The elves secretly make the shoes every night.
- C** The elves dance out at the door and away over the green.
- D** The elves ask the shoemaker for a job.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the dancing is fun, without checking which event drives the plot.

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.

PLOT

The answer is B.

A The shoes are sewn with not one false stitch.
Topic Trap: Small detail, not a plot event. The fine stitching describes the work, but it does not drive the story.

B The elves secretly make the shoes every night. Correct.
Correct. The elves doing the work is the event the whole story turns on, and it makes every later event happen.

C The elves dance out at the door and away over the green.
Another Place: Wrong part of the story. The dancing out comes at the end, after the gift, not as the driving event.

D The elves ask the shoemaker for a job.
Stretched or Unsupported: Not in the text. The story never says the elves ask for a job.



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Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · Week 9 of 36 · Cluster 2 · 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The setting is where and when a story happens.

I can tell how the setting helps start the problem.

I can beat a Setting detail, not the plot trap by asking what drives the plot.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn about **the conflict**: the problem a character faces, and how the setting helps create it. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a choice that only describes a time or a place.

This deck teaches **letting the setting drive the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Plot

TEKS 3.8(C) • Plot • 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 are learning how the setting matters to a plot. The setting is where and when a story happens.”

▶ 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 about how the setting is important, and we will learn to spot answers that are only setting details.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 Module 2 . a class or student copy of “The Mystery of the Traveling Shell” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell how the setting of a favorite story matters to what happens.

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 setting of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the setting.

Look at the first lines of **The Mystery of the Traveling Shell**. Find where Emsy is standing. Circle the words that tell the setting.

"Emsy leaned over the glass display case until her nose almost touched it."

I CAN | I can notice where a story takes place.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the setting of a story."

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

"Every story happens somewhere. Listen for the place where it starts."

▶ Read the line twice. Students circle display case on the NOTICE row.

ANSWER KEY: The story begins at a museum display case.

CHECK FOR UNDERSTANDING

Ask a student to name the place where the story begins.

COMMON MISCONCEPTION

Students may describe the shell instead of the setting. Look for the words that tell where Emsy is.

POSSIBLE STUDENT QUESTION

Why does the museum matter? Because it is where Emsy finds the shell that starts the mystery.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setting at the start of a story. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does the moment she reads the museum label.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the setting's job.

STAAR asks: **How is the setting important to the plot?** Pick the choice that tells how the setting matters.

"Poverty Point was far inland, nowhere near the ocean."

A The museum's glass case keeps the shell safe and clean. • **B** The inland setting makes the faraway shell a mystery. • **C** The ocean is closer to Poverty Point than the map shows.

I CAN | I can tell how the setting helps the plot.



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Grade 3 · Cluster 2 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 how the setting matters."

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

"The setting can do more than look pretty. Ask what the place makes happen."

▶ Students choose privately, then find the sentence that shows the inland place.

ANSWER KEY: B. The inland setting makes the faraway shell a mystery. Poverty Point was far inland, nowhere near the ocean, and that is what creates the conflict.

CHECK FOR UNDERSTANDING

Ask a student to tell how the inland place starts the mystery.

COMMON MISCONCEPTION

Students may pick a description of the museum. A setting detail is not the same as a setting that drives the plot.

POSSIBLE STUDENT QUESTION

How does a place start a problem? Because the shell came from the coast, so being inland makes it a mystery.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the setting matters. Keep the demand at this level.

RAISE THE THINKING

Ask what the mystery would be if Poverty Point sat near the ocean.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the setting's part."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the setting's job.

Which sentence from the story best supports the idea that the setting creates the mystery?

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

I CAN | I can point to the sentence that shows how the setting matters.



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Grade 3 · Cluster 2 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the setting's part."

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

"The story can say it out loud. Hunt for the sentence that compares two places."

▶ Take two or three answers. Students underline far from the place on the SHOW row.

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

CHECK FOR UNDERSTANDING

Ask a student to say which two places the sentence names.

COMMON MISCONCEPTION

Students may choose a sentence about the museum glass. Look for the sentence that compares where the shell is and where it came from.

POSSIBLE STUDENT QUESTION

What two places does this sentence compare? The coast, where the shell formed, and inland Poverty Point, where it was found.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the setting's part. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if the shell were found near the ocean.

TODAY'S THINKING JOB

OWN

"I can retell how the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the setting's part.

Write two sentences. Tell the setting of the story, then tell how the setting matters to the plot.

"Blue lines curved across the map."

I CAN | I can retell the setting and its job in my own words.



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Grade 3 · Cluster 2 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell how the setting matters."

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

"Tell the place, then tell what the place does for the story."

▶ Students write two sentences on the OWN row.

ANSWER KEY: Example: The setting is the museum and the map, and the rivers on the map lead to the solution.

CHECK FOR UNDERSTANDING

Ask a student to read their two sentences while the class checks the setting.

COMMON MISCONCEPTION

Students may write only about the shell. Stay with the place and how it matters.

POSSIBLE STUDENT QUESTION

Can the setting really matter to the plot? Yes, here the map and the rivers are clues that help solve the mystery.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling how the setting matters on my own. Keep the demand at this level.

RAISE THE THINKING

Ask a student which part of the setting is the most important clue and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how the setting leads to the solution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the map clue.

How does the map in the setting lead to Emsy's solution? Explain the connection.

"They represented rivers, including the Mississippi and Ohio Rivers."

I CAN | I can defend how the setting connects to the answer.



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Grade 3 · Cluster 2 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how the setting leads to the solution."

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

"A place on a map can hold the answer. Ask what the rivers make possible."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: The rivers on the map show travel routes, so the shell could have been traded to Poverty Point.

CHECK FOR UNDERSTANDING

Ask a student to name the rivers the story mentions.

COMMON MISCONCEPTION

Students may say the map is just a decoration. The rivers on the map are clues that help Emsy solve the problem.

POSSIBLE STUDENT QUESTION

How do rivers connect to the shell? People traveled on rivers, and travelers could carry goods like the shell from place to place.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the setting leads to the solution. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy would lose if the map had no rivers.

Prove the setting's job.

Go back to the story. Write how the setting matters to the plot. Copy the sentence that proves it.

Go back to the story.
Write how the setting matters to the plot.
Copy the sentence that proves it.

I CAN | I can tell how the setting matters and prove it with a sentence from the story.

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Grade 3 · Cluster 2 · Plot



TEKS 3.8(C) · Plot · 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.

"Look for the words that tell where the shell was found and where it came from. Those places drive the plot."

▶ 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 Emsy leaned over the glass display case until her nose almost touched it. The story starts in a museum, and that is where Emsy finds the shell that begins the mystery.

CHOOSE B. The inland setting makes the faraway shell a mystery. A is Setting detail, not the plot: the glass case only describes where the shell sits. C is Opposite of the text: the map shows Poverty Point far from the ocean.

SHOW The shell had been discovered far from the place where it could have formed naturally. This sentence shows how the setting makes the conflict: the shell is far from the coast, so Emsy has a mystery to solve.

OWN Answers vary. Example: The setting is a museum with a map that shows rivers. The setting matters because Blue lines curved across the map, and those rivers were travel routes, so the shell could have been traded to Poverty Point.

DEFEND The map leads to the solution, because they represented rivers, including the Mississippi and Ohio Rivers, and people traveled along those rivers. Travel made trade possible, so the shell could reach inland Poverty Point.

YOUR TURN Answers vary. Example: The inland setting makes the faraway shell a mystery. Proof: Poverty Point was far inland, nowhere near the ocean.

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Grade 3 · Cluster 2 · Plot



TEKS 3.8(C) · Plot · 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.

“Poverty Point was far inland, nowhere near the ocean. ... Blue lines curved across the map. ... They represented rivers, including the Mississippi and Ohio Rivers.”

How is the setting important to the plot?

- A** The shell rests behind glass in a display case.
- B** Poverty Point sits on the coast, so the shell is not a mystery.
- C** The inland setting creates the conflict, because a coastal shell should not be there.
- D** Emsy's backpack carries the shell from the coast to the museum.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking a description of the museum because it is a setting detail, without checking that it drives the plot.

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.

PLOT

The answer is C.

The shell rests behind glass in a display case.

- A** Topic Trap: Setting detail, not the plot. The glass case only describes where the shell sits; it does not drive the plot.

Poverty Point sits on the coast, so the shell is not a mystery.

- B** Reversed Meaning: Opposite of the text. Poverty Point is far inland, and the faraway shell is exactly what starts the mystery.

The inland setting creates the conflict, because a coastal shell should not be there. Correct.

- C** Correct. The inland setting creates the conflict, because a coastal shell found far inland is a mystery Emsy must solve.

Emsy's backpack carries the shell from the coast to the museum.

- D** Stretched or Unsupported: Not in the text. The backpack never moves the shell; Emsy finds the shell already at the museum.



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Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

Some events change what happens next, and the story turns on them.

The test gives me events from other parts of the story, so I check where each one happens.

THIS WEEK’S FOCUS

Plot

from “The Travelling Musicians”

This week we learn to find **the event that changes things** in a story. Our TEKS is **3.8(C)**, and this week’s breakout is **the sequence of events**. We read the fairy tale **The Travelling Musicians**. STAAR asks: **Which event changes what happens next in the story?** Trap this week: **Wrong part of the story**, an event that really happens, but in a different part of the story than the question is about.

This deck teaches **finding the event that changes the story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Plot

TEKS 3.8(C) • Plot • 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 learn about plot. A plot is all the events in a story, in the order they happen, and some events change what happens next.”

▶ 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 the event that changes the story, and we will learn to spot events from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 Module 3 . a class or student copy of “The Travelling Musicians” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name the event that changes the story in a favorite movie.

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 plan at the start of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the ass's plan.

Read the first lines of **The Travelling Musicians**. Find the ass's plan. Circle the words that tell what he decides to do.

"took himself slyly off, and began his journey towards the great city"

I CAN | I can notice the first event that starts the journey.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the plan at the start of a story."

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

"Listen for the first plan. It starts the whole journey."

▶ Read the line twice. Students circle took himself slyly off on the NOTICE row.

ANSWER KEY: The ass slips away and starts his journey to the great city.

CHECK FOR UNDERSTANDING

Ask a student to say why the ass leaves the farm.

COMMON MISCONCEPTION

Students may name the robbers, who come later. Stay with the very first lines.

POSSIBLE STUDENT QUESTION

Why does the ass go to the city? He hopes to turn musician there.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the plan at the start of the story. Keep the demand at this level.

RAISE THE THINKING

Ask who the ass meets on the road first.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that turns the story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the changing event.

STAAR asks: **Which event changes what happens next in the story?** Look for the event that turns the story in a new direction.

"The ass brayed, the dog barked, the cat mewed, and the cock screamed"

A The dog stretches out on a mat behind the door. • **B** The ass runs away from the farm and heads to the city. • **C** The animals make loud music and scare the robbers away.

I CAN | I can pick the event that changes what happens next.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the event that turns the story."

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

"One event makes the next part happen. Find it."

▶ Students choose privately, then tell a partner how the music changes the story.

ANSWER KEY: C. The animals make loud music and scare the robbers away.

CHECK FOR UNDERSTANDING

Ask a student to say what the robbers do when they hear the music.

COMMON MISCONCEPTION

Students may pick B because it starts the trip. It is real, but it is not the event that changes what happens next.

POSSIBLE STUDENT QUESTION

What does change mean here? It means the event that makes the rest of the story go a new way.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that changes the story. Keep the demand at this level.

RAISE THE THINKING

Ask what the animals get because they scare the robbers away.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the robbers run."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the robbers run.

STAAR asks: Which sentence from the story best supports the idea that the music scares the robbers away?

"and scampered away as fast as they could"

I CAN | I can point to the exact sentence that tells what the music does.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the robbers run."

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

"Find the sentence that shows what the music makes the robbers do."

▶ Take two or three answers. Students underline scampered away on the SHOW row.

ANSWER KEY: And scampered away as fast as they could.

CHECK FOR UNDERSTANDING

Ask a student to say who is doing the scampering.

COMMON MISCONCEPTION

Students may pick the sentence where the animals make their music. Look for the sentence that tells what happens because of it.

POSSIBLE STUDENT QUESTION

Why is this the proof? Because it shows the robbers running away, which is the change the music causes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the result. Keep the demand at this level.

RAISE THE THINKING

Ask what the animals do after the robbers run off.

TODAY'S THINKING JOB

OWN

"I can retell how the animals win the house."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own how they get the house.

Write three sentences that tell how the animals get the robbers' house, in order. Use first, next, and last.

"After this the robbers never dared to go back to the house"

I CAN | I can retell three events in order using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell how the animals win the house."

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

"Use first, next, and last so a listener can follow the tale."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the animals find the house, next they scare the robbers, last the robbers never come back.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may start with the robber coming back at midnight. Keep the order true to the story.

POSSIBLE STUDENT QUESTION

Do I need every animal in my sentences? No, just keep the main events in order.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling how the animals get the house. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling is the changing event and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the change.

How does the animals' loud music lead to the robbers never coming back? Explain the connection.

"there they are, I dare say, at this very day"

I CAN | I can defend the real order of events and explain how they connect.



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Grade 3 · Cluster 2 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One event causes the next. Watch how the scare leads to the ending."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: The music scares the robbers, so they never come back and the animals stay. The trap is Cause and effect switched.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding both events in the story.

COMMON MISCONCEPTION

Students may name the robber who returns at midnight. That visit is part of the story, but it does not change the ending.

POSSIBLE STUDENT QUESTION

Why does the music matter? Because it makes the robbers run, and that gives the animals a home.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the music leads to the ending. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if the animals never made their music.

Track the plot on your own.

Go back to the story. Write what the animals do right after they scare the robbers away. Copy the sentence that proves it.

Go back to the story.
Write what the animals do right after they scare the robbers away.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

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Grade 3 · Cluster 2 · Plot



TEKS 3.8(C) · Plot · 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.

“Find where the robbers run away first. Then read the very next sentence.”

▶ 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 ass sees danger at the farm, so he slips away and heads to the great city to be a musician. That is how the story begins.

CHOOSE C. The animals make loud music and scare the robbers away. A is Small detail, not a plot event: the dog sleeping does not turn the story. B is Wrong part of the story: the ass leaves at the start.

SHOW And scampered away as fast as they could. This tells the result of the music: the robbers are so scared they run off and leave the house.

OWN Answers vary. Example: First, the animals see a light and find the robbers' house. Next, they make loud music and scare the robbers away. Last, the robbers never come back, and the animals stay.

DEFEND The loud music scares the robbers, so they run off and the animals keep the house: there they are, I dare say, at this very day. Saying the robbers left first is Cause and effect switched.

YOUR TURN Answers vary. Example: The animals sit down and eat the food the robbers left. Proof: soon sat down and dispatched what the robbers had left.



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.

PLOT

READ THIS PASSAGE EXCERPT.

“There must be a house no great way off, for I see a light ... a table spread with all kinds of good things, and robbers sitting round it making merry ... they consulted together how they should contrive to get the robbers out”

Which event changes what happens next in the story?

- A** The animals make their loud music and scare the robbers away.
- B** The old ass runs away from the farm to save himself.
- C** The cat rolls herself up on the hearth before the warm ashes.
- D** The animals march to the city and play for the king.



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Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the ass really does run away, without checking which part of the story it comes from.

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.

PLOT

The answer is A.

- A The animals make their loud music and scare the robbers away. Correct.**
Correct. The loud music frightens the robbers, and that change leads to the animals keeping the house.
- B The old ass runs away from the farm to save himself.**
Another Place: Wrong part of the story. The ass leaves at the very start, before the robbers even appear.
- C The cat rolls herself up on the hearth before the warm ashes.**
Topic Trap: Small detail, not a plot event. The cat sleeping by the fire does not change what happens next.
- D The animals march to the city and play for the king.**
Stretched or Unsupported: Not in the text. The story never says the animals play for a king.



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Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has an ending that solves the problem.

I can tell how the story ends and how the ending connects to the problem.

The test gives me traps that say the opposite of the text, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn how the **ending connects to the problem** of a story. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **The Mystery of the Traveling Shell**. STAAR asks: **How does the story end?** Trap this week: **Opposite of the text**, a choice that says the reverse of what the text really shows.

This deck teaches **understanding how the ending solves the problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 2 • Plot

TEKS 3.8(C) • Plot • Week 12 of 36 • Cluster 2 • 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 are learning about the resolution of a story. The resolution is how the story ends and how the problem gets solved.”

▶ 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 about the ending, and we will learn to spot answers that say the opposite 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 Plot slide deck for Cluster 2 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 tell how a favorite story ends.

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 ending of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the ending.

Read the last lines of **The Mystery of the Traveling Shell**. Notice what Emsy does as the story ends.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

I CAN | I can spot the part where the story finishes.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the ending of a story."

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

"Every story has an ending. Listen for the part where things wrap up."

▶ Read the line twice. Students circle closed her notebook on the NOTICE row.

ANSWER KEY: Emsy closes her notebook, and the story is wrapping up.

CHECK FOR UNDERSTANDING

Ask a student what Emsy looks at one more time.

COMMON MISCONCEPTION

Students may point to the middle of the story. Stay with the last lines.

POSSIBLE STUDENT QUESTION

How do I know the story is ending? Emsy closes her notebook, and the author says Mystery solved.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a story ends. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy understood by the end.

TODAY'S THINKING JOB

CHOOSE

"I can choose the true ending of the story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the ending.

STAAR asks: **How does the story end?** Pick the choice that tells the true ending.

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

A Emsy solves the mystery and writes that trade brought the shell. • **B** Emsy gives up and leaves the mystery unsolved. • **C** Emsy decides the shell rolled inland by accident.

I CAN | I can pick the ending the text really shows.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the true ending of the story."

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

"Two choices say the opposite of the text. Check the last lines before you choose."

▶ Students choose privately, then reread the last paragraph to check.

ANSWER KEY: A. Emsy solves the mystery and writes that trade brought the shell.

CHECK FOR UNDERSTANDING

Ask a student to find the line where Emsy writes her final claim.

COMMON MISCONCEPTION

Students may pick C because an accident sounds simple. The text says trade, not an accident.

POSSIBLE STUDENT QUESTION

What if two choices sound alike? Find the exact words the text uses.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true ending. Keep the demand at this level.

RAISE THE THINKING

Ask a student to read Emsy's final claim out loud.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the ending."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the proof of the ending.

STAAR asks: Which sentence from the story best supports the idea that Emsy solved the mystery?

"And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago."

I CAN | I can point to the line that shows the mystery is solved.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the ending."

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

"The proof is a sentence near the very end. Hunt for the word evidence."

▶ Take two or three answers. Students underline the sentence on the SHOW row.

ANSWER KEY: And sometimes, Emsy realized, the smallest object could reveal an enormous story.

CHECK FOR UNDERSTANDING

Ask a student how this line proves the mystery is solved.

COMMON MISCONCEPTION

Students may pick a clue from the middle. The proof is the line that wraps up the idea.

POSSIBLE STUDENT QUESTION

What if the line is long? You can underline the whole sentence, then read the key part.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing the sentence that proves an ending. Keep the demand at this level.

RAISE THE THINKING

Ask what the smallest object reveals.

TODAY'S THINKING JOB

OWN

"I can write how the ending solves the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the resolution.

Write the problem from the story, then write how the ending solves it. Use first and then.

"Emsy returned to her notebook and organized her clues."

I CAN | I can connect the problem to the resolution in my own words.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 write how the ending solves the problem."

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

"First tells the problem. Then tells the ending that solves it."

▶ Students write two sentences on the OWN row, then check the order with a partner.

ANSWER KEY: Example: The problem is how the shell got inland, and the ending says trade brought it.

CHECK FOR UNDERSTANDING

Ask a student to read their problem sentence and their ending sentence.

COMMON MISCONCEPTION

Students may write the ending first. Put the problem before the solution.

POSSIBLE STUDENT QUESTION

Can the ending be short? Yes. The solution just needs to answer the problem.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about connecting the problem to the ending. Keep the demand at this level.

RAISE THE THINKING

Ask what would be missing if the story had no ending.

TODAY'S THINKING JOB

DEFEND

"I can explain how a clue leads to the ending."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the resolution.

How does the scarcity clue lead to Emsy's conclusion at the end of the story?

"Finally, scarcity gave people a reason to exchange resources."

I CAN | I can defend how the middle of the story connects to the resolution.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how a clue leads to the ending."

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

"Clues in the middle of a story can lead to the ending. Follow the connection."

▶ Students write the clue and the ending it leads to on the DEFEND row.

ANSWER KEY: Scarcity gives people a reason to trade, so the shell moves by trade, and the ending solves the mystery.

CHECK FOR UNDERSTANDING

Ask a student to find the word scarcity in the story.

COMMON MISCONCEPTION

Students may say the ending is just Emsy guessing. The ending uses clues, and scarcity is one of them.

POSSIBLE STUDENT QUESTION

Why does scarcity matter? Because it gives people a reason to trade what they have for what they need.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a clue connects to the ending. Keep the demand at this level.

RAISE THE THINKING

Ask what the ending would be without the scarcity clue.

Find the ending on your own.

Go back to the story. Write the problem, then write how the ending solves it. Copy the sentence that proves the ending.

Go back to the story.
Write the problem, then write how the ending solves it.
Copy the sentence that proves the ending.

I CAN | I can tell the problem and the resolution and prove the ending with a sentence.

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the problem in the story first. Then read the very last lines to find the ending."

▶ 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 Emsy closes her notebook and looks once more at the quiet shell. She is done gathering clues, and the story is ready to finish.

CHOOSE A. Emsy solves the mystery and writes that trade brought the shell. B is Opposite of the text: Emsy does not give up; she solves it. C is Opposite of the text: the story says trade, not an accident.

SHOW And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago. This line proves the shell is evidence, so the mystery is solved.

OWN Answers vary. Example: First, the problem is how the shell traveled so far inland. Then Emsy returned to her notebook and organized her clues, and her ending says trade brought the shell.

DEFEND The scarcity clue leads to the ending. Finally, scarcity gave people a reason to exchange resources, so the shell moved by trade. Rolling by accident is Opposite of the text.

YOUR TURN Answers vary. Example: The problem is how the shell traveled inland, and the ending says trade brought it. Proof: The seashell probably reached Poverty Point through long-distance trade.



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.

“Now she understood something different. ... Artifacts were clues. Maps were clues. Rivers were clues. ... Even distance could become evidence. ... Mystery solved.”

What does Emsy understand about the shell at the end of the story?

- A** The shell is a pretty object that is sitting in the wrong place.
- B** The shell is evidence that people traded across long distances long ago.
- C** The shell was dropped by a traveler who visited the museum one day.
- D** The story ends with Emsy tracing the distance on the map again.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the shell is pretty, without checking what Emsy understands at the end.

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.

PLOT

The answer is B.

- A** **The shell is a pretty object that is sitting in the wrong place.**
Reversed Meaning: Opposite of the text. Emsy stops thinking the shell is misplaced; she learns it is evidence.
- B** **The shell is evidence that people traded across long distances long ago. **Correct.****
Correct. At the end, Emsy learns the shell traveled by trade, so it is evidence of long-distance connections.
- C** **The shell was dropped by a traveler who visited the museum one day.**
Stretched or Unsupported: Not in the text. The story never says a traveler dropped the shell at the museum.
- D** **The story ends with Emsy tracing the distance on the map again.**
Another Place: Wrong part of the story. Emsy traces the map in the middle, not at the end of the story.



The Writing Academy®, LLC

Grade 3 · Cluster 2 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

I can tell what happens first, and I check the story before I choose.

The test gives me events from later in the story, so I look for the time each event happens.

THIS WEEK'S FOCUS

Plot

from “The Wolf and the Seven Little Kids”

This week we learn to follow **the plot step by step**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the fairy tale **The Wolf and the Seven Little Kids**. STAAR asks: **What happens first in the story?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **telling the plot step by step** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 3 • Cluster 3 • Plot

TEKS 3.8(C) • Plot • 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 learn about plot. A plot is all the events in a story, in the order they happen, step by step.”

▶ *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 the first event, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 3 Module 1 . a class or student copy of “The Wolf and the Seven Little Kids” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to retell the plot of a favorite story in three events.

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 what the mother does first."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the mother's warning.

Read the first lines of **The Wolf and the Seven Little Kids**. Find what the mother goat does before she leaves. Circle the words that tell it.

"One day she wanted to go into the forest and fetch some food"

I CAN | I can notice the very first event in the story.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Monday

TEKS 3.8(C) · Plot · 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 what the mother does first."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle go into the forest on the NOTICE row.

ANSWER KEY: The mother goat wants to go into the forest to fetch food.

CHECK FOR UNDERSTANDING

Ask a student to tell what the mother does before she leaves the kids.

COMMON MISCONCEPTION

Students may name the wolf, who comes later. Stay with the very first lines.

POSSIBLE STUDENT QUESTION

Why do we look at the first lines? Because the first event starts the whole plot.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in the story. Keep the demand at this level.

RAISE THE THINKING

Ask what the mother tells the kids to watch out for.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that happens first."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what happens first.

STAAR asks: **What happens first in the story?** Choose the event that starts everything.

"be on your guard against the wolf"

A The kids open the door when they see white paws. • **B** The mother goat warns her kids and goes into the forest. • **C** The mother goat finds the youngest kid in the clock-case.

I CAN | I can put events in order and choose the one that comes first.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 event that happens first."

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

"All three events happen in the story. Only one happens first."

▶ Students choose privately, then put all three events in order with a partner.

ANSWER KEY: B. The mother goat warns her kids and goes into the forest.

CHECK FOR UNDERSTANDING

Ask a student to put the three choices in story order.

COMMON MISCONCEPTION

Students may pick A because the wolf trick works. It works, but it happens after the mother leaves.

POSSIBLE STUDENT QUESTION

What if more than one event really happens? Check the story to see which one comes first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes first. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice happens last and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the warning."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the warning is.

STAAR asks: Which sentence from the story best supports the idea that the mother warns the kids before she leaves?

"Dear children, I have to go into the forest, be on your guard against the wolf"

I CAN | I can point to the exact sentence where the mother warns the kids.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the warning."

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

"Find the sentence that shows the mother's warning. Hunt for the words be on your guard."

▶ Take two or three answers. Students underline be on your guard on the SHOW row.

ANSWER KEY: Dear children, I have to go into the forest, be on your guard against the wolf.

CHECK FOR UNDERSTANDING

Ask a student to say what the mother tells the kids to guard against.

COMMON MISCONCEPTION

Students may pick the sentence where the kids open the door. Look for the sentence where the mother warns them.

POSSIBLE STUDENT QUESTION

Why is this the proof? Because it shows the mother's warning happening before the wolf comes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the warning. Keep the demand at this level.

RAISE THE THINKING

Ask what the kids say to the mother before she leaves.

TODAY'S THINKING JOB

OWN

"I can retell the story in the order it happens."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the steps of the plot.

Write three sentences that tell **The Wolf and the Seven Little Kids** in order. Use first, next, and last.

"When the seven kids saw that, they came running to the spot and cried aloud"

I CAN | I can retell three events in order using first, next, and last.



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Grade 3 · Cluster 3 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the story in the order it happens."

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

"Use first, next, and last so a listener can follow the tale."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the mother warns the kids, next the wolf tricks them, last the kids are safe.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may start with the wolf at the door. The mother's warning comes first.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the plot step by step. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling is the turning point and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the order.

How does the wolf's trick with the white paws lead to the kids opening the door? Explain the connection.

"when the kids saw that they were white, they believed that all he said was true, and opened the door"

I CAN | I can defend the real order of events and explain how they connect.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Plot • Friday

TEKS 3.8(C) • Plot • 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 explain how one event leads to the next."

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

"One event leads to the next. Watch how the trick works."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: The white paws come first, so the kids believe him and open the door. The trap is Out of order.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may say the kids opened the door first. The trick comes before the door opens.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because the white paws are what make the kids open the door.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the trick leads to the door opening. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if the kids saw the black paws.

Trace the plot on your own.

Go back to the story. Write what happens right after the mother goat leaves. Copy the sentence that proves it.

Go back to the story.
Write what happens right after the mother goat leaves.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot



TEKS 3.8(C) · Plot · 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.

"Find where the mother goat leaves first. Then read the very next sentence."

▶ 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 mother goat wants to go into the forest for food, so she calls her kids and warns them about the wolf. That is how the story begins.

CHOOSE B. The mother goat warns her kids and goes into the forest. A is Out of order: the door opens after the mother leaves. C is Out of order: the youngest kid is found much later.

SHOW Dear children, I have to go into the forest, be on your guard against the wolf. This proves the mother warns the kids and tells them to be careful before she leaves.

OWN Answers vary. Example: First, the mother warns the kids and goes into the forest. Next, the wolf tricks the kids and gets inside. Last, the kids are safe and happy at the end.

DEFEND The white paws lead to the door opening: when the kids saw that they were white, they believed that all he said was true, and opened the door. Saying the door opened first is Out of order.

YOUR TURN Answers vary. Example: The wolf knocks on the door and tries to sound like the mother. Proof: It was not long before someone knocked at the house-door.



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.

“There was once upon a time an old goat who had seven little kids ... It was not long before someone knocked at the house-door ... But the little kids knew that it was the wolf, by the rough voice”

What happens first in the story?

- A** The wolf buys a lump of chalk to make his voice soft.
- B** The wolf knocks and calls to the kids in a soft voice.
- C** The kids chase the wolf through the forest.
- D** The mother goat warns her kids about the wolf and goes into the forest.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the wolf really does come to the door, without checking when it happens.

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.

PLOT

The answer is D.

- A The wolf buys a lump of chalk to make his voice soft.**
Pattern Mix-Up: Out of order. The wolf does this after the mother leaves, not first.
- B The wolf knocks and calls to the kids in a soft voice.**
Pattern Mix-Up: Out of order. The wolf comes to the door later, after the mother has gone.
- C The kids chase the wolf through the forest.**
Stretched or Unsupported: Not in the text. The story never says the kids chase the wolf.
- D The mother goat warns her kids about the wolf and goes into the forest. Correct.**
Correct. This is the first event: the mother warns the kids and leaves before the wolf arrives.



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Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A conflict is the main problem in a story.

I can tell who causes the problem and what the problem is.

The test gives me traps that name the wrong character, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn how a story's **conflict, or main problem, drives the plot**. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **Crash**. STAAR asks: **What is the main problem in the story?** Trap this week: **Wrong character**, an answer that names a different character than the one who really caused the problem.

This deck teaches **finding the problem that drives the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Plot

TEKS 3.8(C) • Plot • Week 14 of 36 • Cluster 3 • 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 about the conflict of a story. The conflict is the main problem that the plot must solve.”

▶ *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 about the main problem, and we will learn to spot answers that name the wrong character.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 3 Module 2 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell the main problem of a favorite movie in one sentence.

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 problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the moment the jar breaks in **Crash**. Notice the problem the story will work on. Circle the words that tell what happens.

"Crash! The glass jar fell to the floor and broke."

I CAN | I can spot the event that starts the conflict.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the problem in a story."

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

"Every story has a problem. Listen for the moment the trouble starts."

▶ Read the line twice. Students circle fell to the floor and broke on the NOTICE row.

ANSWER KEY: The jar falls and breaks, and that is the problem of the story.

CHECK FOR UNDERSTANDING

Ask a student whose elbow bumps the table.

COMMON MISCONCEPTION

Students may name the science project as the problem. The project is fine until the jar breaks.

POSSIBLE STUDENT QUESTION

Is the problem the loud sound? No. The problem is the broken jar that someone must fix.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the class loses when the jar breaks.

TODAY'S THINKING JOB

CHOOSE

"I can choose the main problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the main problem.

STAAR asks: **What is the main problem in the story?** Pick the event that the story shows as the main problem.

"While reaching for a green marker, Amina's elbow bumped the table."

A Amina bumps the table and breaks the glass jar. • **B** Diego bumps the table while reaching for a marker. • **C** The plant tips over the jar all by itself.

I CAN | I can tell the real problem from a wrong character.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the main problem in a story."

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

"All three answers talk about the jar. Only one names who really caused the break."

▶ Students choose privately, then find the sentence that proves who bumped the table.

ANSWER KEY: A. Amina bumps the table and breaks the glass jar.

CHECK FOR UNDERSTANDING

Ask a student to read the line where Amina bumps the table.

COMMON MISCONCEPTION

Students may pick B because Diego is in the scene. Being in the scene is not the same as causing the break.

POSSIBLE STUDENT QUESTION

If two characters sit at the same table, how do I know who caused it? I find the sentence that names the one who bumped it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the main problem in a story. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina reaches for when her elbow bumps the table.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the inner problem.

STAAR asks: **Which sentence from the story best supports the idea that** Amina faces a hard choice after the crash?

"For a moment, Amina wondered if she should stay quiet."

I CAN | I can point to the exact sentence that shows the hard choice.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the problem."

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

"The conflict is not just the broken jar. It is the choice Amina must make after it breaks."

▶ Take two or three answers. Students underline wondered if she should stay quiet on the SHOW row.

ANSWER KEY: For a moment, Amina wondered if she should stay quiet.

CHECK FOR UNDERSTANDING

Ask a student what the two choices are that Amina faces.

COMMON MISCONCEPTION

Students may pick a sentence about the broken glass. The hard choice comes in the sentence about staying quiet.

POSSIBLE STUDENT QUESTION

Why is wondering a problem? Because Amina must decide, and the story turns on her choice.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina decides to do at the end of the paragraph.

TODAY'S THINKING JOB

OWN

"I can retell the conflict from start to finish."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the conflict.

Write three sentences that tell the story of the broken jar: the problem, the hard choice, and the ending. Use first, next, and last.

"She had made a mistake, but her honesty helped make things right."

I CAN | I can retell the problem, the choice, and the ending in order.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the conflict from start to finish."

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

"Tell the whole problem: how it starts, what happens, and how it ends."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the jar breaks, next Amina tells the truth, last she feels proud.

CHECK FOR UNDERSTANDING

Ask a student to read their three sentences while the class checks the order.

COMMON MISCONCEPTION

Students may leave out the hard choice. The choice is part of the conflict, so keep it in.

POSSIBLE STUDENT QUESTION

Does the ending belong in the retelling? Yes, because the story is not over until the problem is solved.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a conflict from start to finish. Keep the demand at this level.

RAISE THE THINKING

Ask which of their three sentences shows the turning point.

TODAY'S THINKING JOB

DEFEND

"I can explain how the conflict gets solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the resolution.

How does the event in paragraph 5 lead to Mrs. Ramirez thanking Amina?

"Thank you for telling the truth, Amina."

I CAN | I can connect Amina's choice to the happy ending.



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Grade 3 · Cluster 3 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how the conflict gets solved."

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

"One choice fixes the whole problem. Find the line that proves it."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: Amina tells the truth, so Mrs. Ramirez thanks her and the problem is solved.

CHECK FOR UNDERSTANDING

Ask a student to find paragraph 5 and paragraph 6 in the story.

COMMON MISCONCEPTION

Students may say the problem solves itself. Amina's choice causes the ending.

POSSIBLE STUDENT QUESTION

What would happen if Amina stayed quiet? The mess would stay, and no one would thank her.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a choice solves the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask what Mrs. Ramirez says being a good citizen means.

Resolve the conflict on your own.

Go back to the story. Write the main problem, and copy the sentence that proves it.

Go back to the story.
Write the main problem.
Copy the sentence that proves it.

I CAN | I can name the problem and prove it with a sentence from the story.

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Grade 3 · Cluster 3 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the moment the jar breaks first. Then read the sentences that follow."

▶ 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 **Crash! The glass jar fell to the floor and broke.** Amina bumped the table by accident, and that broken jar is the problem the plot will solve.

CHOOSE **A.** Amina bumps the table and breaks the glass jar. B is Wrong character: Diego shares markers but never bumps the table. C is Not in the text: the plant never tips the jar.

SHOW **For a moment, Amina wondered if she should stay quiet.** This sentence shows Amina's hard choice: tell the truth or stay quiet, and that choice is the heart of the conflict.

OWN **Answers vary.** Example: First, the jar breaks when Amina bumps the table. Next, Amina tells Mrs. Ramirez the truth. Last, she feels proud because her honesty helped make things right.

DEFEND **Amina's honest words lead to the kind ending.** Amina admits she bumped the table, so Mrs. Ramirez thanks her for telling the truth, and the mess gets cleaned up. A student who says Diego broke the jar names the Wrong character.

YOUR TURN **Answers vary.** Example: Amina bumps the table and breaks the plant jar. Proof: Crash! The glass jar fell to the floor and broke.



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.

“Amina’s heart started to race. ... No one had seen exactly what happened. ... Amina took a deep breath and raised her hand.”

What is the main problem in the story?

- A** Jamal knocks over the jar while bringing a broom.
- B** Diego breaks the jar when he reaches for a marker.
- C** Amina bumps the table and breaks the glass jar.
- D** The wind blows the jar off the table near the window.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A or B because those characters really are in the story, without checking who caused the break.

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.

PLOT

The answer is C.

- A Jamal knocks over the jar while bringing a broom.**
Another Place: Wrong character. Jamal brings a broom later, but he never knocks over the jar.
- B Diego breaks the jar when he reaches for a marker.**
Another Place: Wrong character. Diego shares markers, but Amina bumps the table, not him.
- C Amina bumps the table and breaks the glass jar. Correct.**
Correct. Amina bumps the table with her elbow, and that broken jar is the problem of the story.
- D The wind blows the jar off the table near the window.**
Stretched or Unsupported: Not in the text. The story never says the wind blew the jar off the table.



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Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

What the characters say can move the plot: their words make events happen.

I can follow the order of events and see how one event leads to the next.

The test gives traps that name small details, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “Old Sultan”

This week we learn how **dialogue moves a story forward**: what a character says can change what happens next. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **Old Sultan**. STAAR asks: **Why are the events in paragraph 2 important to the plot?** Trap this week: **Small detail, not a plot event**, something that really happens but does not move the plot.

This deck teaches **how talk moves the story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 3 • Cluster 3 • Plot

TEKS 3.8(C) • Plot • Week 15 of 36 • Cluster 3 • 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 learn about plot. Plot is the events of a story in order, and what the characters say can move the plot along.”

▶ *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 about the rescue in Old Sultan, and we will learn to spot answers that name a small detail instead of a plot event.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 3 Module 3 . a class or student copy of “Old Sultan” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to retell the rescue of the child in three events.

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 first event in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first lines of **Old Sultan**. Notice the very first event. Circle the words that tell what the shepherd plans to do.

"I will shoot old Sultan tomorrow morning, for he is of no use now."

I CAN | I can notice what happens at the beginning of a story.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first event in a story."

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

"A story starts with a problem. Listen for the plan the shepherd makes."

▶ Read the line twice. Students circle shoot old Sultan on the NOTICE row.

ANSWER KEY: The shepherd plans to shoot Sultan in the morning.

CHECK FOR UNDERSTANDING

Ask a student to tell who wants to save Sultan.

COMMON MISCONCEPTION

Students may name the wolf's advice. The question asks what happens first.

POSSIBLE STUDENT QUESTION

Is the first event always happy? No. Here it is a sad plan, and the rest of the story grows from it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the wife says when she hears the plan.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that happens next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what happens next.

Which event happens **right after** the wolf runs off with the child? Pick the event that comes next.

"The wolf ran with the child a little way"

A Sultan carries the child back to his master and mistress. • **B** The shepherd and his wife scream out. • **C** The shepherd says Sultan shall live and have plenty to eat.

I CAN | I can put events in order and choose the one that comes next.



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Grade 3 · Cluster 3 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the event that happens next."

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

"All three events happen in the story. Only one comes right after the wolf runs off with the child."

▶ Students choose privately, then put all three events in order with a partner.

ANSWER KEY: B. The shepherd and his wife scream out.

CHECK FOR UNDERSTANDING

Ask a student to name the event that comes after the scream.

COMMON MISCONCEPTION

Students may pick A because they remember the rescue. Read the story to see the order.

POSSIBLE STUDENT QUESTION

How do I know which event is next? I find each one in the story and check the order.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes next. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the wolf does with the child first.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the rescue happens.

Which sentence from the story best supports the idea that the wolf's plan saved Sultan?

"Old Sultan has saved our child from the wolf, and therefore he shall live and be well taken care of, and have plenty to eat."

I CAN | I can point to the exact sentence that proves the plan worked.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"The shepherd's words are the proof. His words move the story."

▶ Students underline *Old Sultan has saved our child from the wolf*.

ANSWER KEY: Old Sultan has saved our child from the wolf, and therefore he shall live.

CHECK FOR UNDERSTANDING

Ask a student to tell who is speaking in this sentence.

COMMON MISCONCEPTION

Students may choose a line about the wolf's trick. The question asks for the line that shows the rescue worked.

POSSIBLE STUDENT QUESTION

Why is this line the best proof? Because the shepherd says Sultan shall live, and from then on he is safe.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what the shepherd tells his wife to do for Sultan.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of the rescue.

Write three events from the rescue in order. Use first, next, and last.

"So from this time forward Sultan had all that he could wish for."

I CAN | I can retell three events in order using signal words.



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Grade 3 · Cluster 3 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the rescue."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First Sultan hears the plan, next he saves the child, last he is safe and well cared for.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with the rescue part.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rescue in order independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which rescue event is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend paragraph 2.

How does the event in paragraph 2 lead to the shepherd changing his mind about Sultan?

"Then the shepherd patted him on the head, and said"

I CAN | I can defend how the rescue changes the shepherd's mind.



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Grade 3 · Cluster 3 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One event causes the next. The rescue makes the shepherd change his mind."

▶ Students write the rescue order and the word so or because on the DEFEND row.

ANSWER KEY: The rescue works, so the shepherd lets Sultan live. The trap is Small detail, not a plot event.

CHECK FOR UNDERSTANDING

Ask a student to prove the change by finding the shepherd's words in the story.

COMMON MISCONCEPTION

Students may name a detail like the dog's teeth. That detail does not move the plot.

POSSIBLE STUDENT QUESTION

Why is the rescue more important than the dog's teeth? Because the rescue changes what happens next.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the rescue connects to the ending. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen to Sultan if the wolf never gave advice.

Follow the plot on your own.

Go back to the story. Write the event that happens right after the wolf drops the child. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the wolf drops the child.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

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Grade 3 · Cluster 3 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the wolf dropping the child first. Then read the very next sentence."

▶ 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 shepherd tells his wife he will shoot old Sultan in the morning because the dog is old and of no use now. That plan is how the plot begins.

CHOOSE B. The shepherd and his wife scream out. A is Out of order: Sultan carries the child back after the wolf drops it. C is Out of order: the promise comes at the end of the rescue.

SHOW The shepherd says Old Sultan has saved our child from the wolf, and therefore he shall live; this proves the plan worked and Sultan is safe.

OWN Answers vary. Example: First, Sultan hears the shepherd's plan. Next, the wolf gives advice and Sultan saves the child. Last, the shepherd says Sultan shall live, and from this time forward Sultan had all that he could wish for.

DEFEND The wolf's advice works, so Sultan carries the child back, and then the shepherd patted him and said he shall live. A student who names the dog's teeth is naming a Small detail, not a plot event.

YOUR TURN Answers vary. Example: Sultan carries the child back to his master. Proof: but Sultan soon overtook him, and carried the poor little thing back.

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Grade 3 · Cluster 3 · Plot



TEKS 3.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“The wolf ran with the child a little way ... the shepherd and his wife screamed out ... but Sultan soon overtook him, and carried the poor little thing back ... Old Sultan has saved our child from the wolf, and therefore he shall live”

Why are the events in paragraph 2 important to the plot?

- A** Sultan had lost all his teeth because he was grown very old.
- B** The wolf's advice gives Sultan a plan, and the plan saves his life.
- C** The wolf had a stout cudgel laid about his back behind the barn door.
- D** The wolf ran off with the child, and Sultan never caught him.

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Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Sultan really is old, without checking that it is a small detail, not the rescue.

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.

PLOT

The answer is B.

Sultan had lost all his teeth because he was grown very old.

- A** Topic Trap: Small detail, not a plot event. Sultan's lost teeth and old age are details, not the rescue events that save him.

The wolf's advice gives Sultan a plan, and the plan saves his life. Correct.

- B** Correct. The wolf's advice leads Sultan to save the child, and the rescue makes the shepherd let him live.

The wolf had a stout cudgel laid about his back behind the barn door.

- C** Another Place: Wrong part of the story. The wolf's beating happens in paragraph 3, after the rescue.

The wolf ran off with the child, and Sultan never caught him.

- D** Reversed Meaning: Opposite of the text. The story says Sultan soon overtook the wolf and carried the child back.



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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A resolution is how the problem of a story gets solved.

I can tell exactly what the character does to fix the problem.

The test gives me traps that go too far, so I check what the story really says.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn how a story's **resolution, or ending, solves the problem**. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **The Good Citizen**. STAAR asks: **How is the problem resolved?** Trap this week: **Goes too far**, an answer that stretches the truth past what the story really says.

This deck teaches **following how a problem gets solved** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Plot

TEKS 3.8(C) • Plot • 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 are learning about the resolution of a story. The resolution is how the main problem gets solved.”

▶ *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 about how the problem is resolved, and we will learn to spot answers that go too far.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 3 Module 4 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell how a favorite story's problem gets solved.

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 what a story sets up at the start."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the problem.

Read the first lines of **The Good Citizen**. Notice what Rusty does when Elena arrives. Circle the words that show it.

"Rusty wagged his tail wildly every time Elena walked in."

I CAN | I can spot how the beginning sets up the problem.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Monday

TEKS 3.8(C) · Plot · 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 what a story sets up at the start."

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

"The beginning can set up the problem. Watch how Rusty feels about Elena."

▶ Read the line twice. Students circle wagged his tail wildly on the NOTICE row.

ANSWER KEY: Rusty loves seeing Elena, and that trust matters later.

CHECK FOR UNDERSTANDING

Ask a student which dog is Elena's favorite.

COMMON MISCONCEPTION

Students may name the shelter as the problem. The problem is about forgetting Rusty's food, and it comes later.

POSSIBLE STUDENT QUESTION

Why does Rusty's wagging tail matter? Because it shows how much he counts on Elena.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a story sets up its problem. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena's job is at the shelter.

TODAY'S THINKING JOB

CHOOSE

"I can choose how a problem gets solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the resolution.

STAAR asks: **How is the problem resolved?** Pick the answer that tells how the story fixes the problem.

"Elena jumped on her bike and pedaled as fast as she could back to the shelter."

- A** Elena rides back and fills Rusty's food bowl. • **B** Elena feeds every dog in the shelter that night. • **C** Elena calls the shelter to say she is sorry.

I CAN | I can tell the true resolution from one that goes too far.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 how a problem gets solved."

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

"The resolution is the exact way the story fixes the problem. Do not stretch it."

▶ Students choose privately, then find the sentence that shows the fix.

ANSWER KEY: A. Elena rides back and fills Rusty's food bowl.

CHECK FOR UNDERSTANDING

Ask a student what Elena does right after she arrives.

COMMON MISCONCEPTION

Students may pick B because Elena cares for the dogs. Caring for Rusty is not the same as feeding every dog that night.

POSSIBLE STUDENT QUESTION

How do I know a resolution goes too far? I ask if the story really says the whole extra part.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena watches Rusty do after she fills the bowl.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the fix."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the fix.

STAAR asks: Which sentence from the story best supports the idea that the problem gets fixed?

"Elena quickly filled his bowl and watched him eat."

I CAN | I can point to the sentence that shows the problem being fixed.



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 sentence that proves the fix."

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

"Look for the sentence where Elena makes things right."

▶ Take two or three answers. Students underline filled his bowl on the SHOW row.

ANSWER KEY: Elena quickly filled his bowl and watched him eat.

CHECK FOR UNDERSTANDING

Ask a student what Elena does right after she fills the bowl.

COMMON MISCONCEPTION

Students may pick a sentence about the ride back. The proof of the fix is the sentence where the bowl gets filled.

POSSIBLE STUDENT QUESTION

Why is filling the bowl the fix? Because Rusty needs his food, and that is what he was waiting for.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the fix. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does right after Rusty finishes eating.

TODAY'S THINKING JOB

OWN

"I can retell the resolution in order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the ending.

Write three sentences that tell how the problem gets fixed, in order. Use first, next, and last.

"Rusty wagged his tail the moment he saw her."

I CAN | I can retell the fix using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the resolution in order."

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

"Use first, next, and last so a listener can follow the fix."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Elena remembers, next she rides back, last she fills the bowl.

CHECK FOR UNDERSTANDING

Ask a student to read their three sentences while the class checks the order.

COMMON MISCONCEPTION

Students may add a fix the story never shows. Keep every event in the story.

POSSIBLE STUDENT QUESTION

Can the resolution have more than one step? Yes, and first, next, and last help me tell them.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a resolution in order. Keep the demand at this level.

RAISE THE THINKING

Ask which of their sentences shows Elena reaching the shelter.

TODAY'S THINKING JOB

DEFEND

"I can explain how the fix leads to the lesson."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the lesson.

How does the event in paragraph 5 lead to Elena learning her lesson?

"Rusty was counting on her, and next time, she would not forget."

I CAN | I can connect the fix to what Elena learns.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how the fix leads to the lesson."

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

"The fix and the lesson connect. One leads to the other."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: Elena fixes the problem, so she learns to be more careful next time.

CHECK FOR UNDERSTANDING

Ask a student to find paragraph 5 and paragraph 6 in the story.

COMMON MISCONCEPTION

Students may say Elena just feels sorry. She fixes the bowl and then learns the lesson.

POSSIBLE STUDENT QUESTION

Why is the lesson part of the resolution? Because it shows what Elena takes away from the fix.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the fix leads to the lesson. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena says she will do next time.

Solve the problem on your own.

Go back to the story. Write how the problem gets fixed, and copy the sentence that proves it.

Go back to the story.
Write how the problem gets fixed.
Copy the sentence that proves it.

I CAN | I can tell how a problem is solved and prove it with the text.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the moment Elena remembers the food bowl. Then read what she does next."

▶ 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 Rusty wagged his tail wildly every time Elena walked in. Rusty counts on Elena, and that trust sets up the problem that comes later.

CHOOSE A. Elena rides back and fills Rusty's food bowl. B is Goes too far: the story only shows her filling Rusty's bowl. C is Not in the text: Elena never calls the shelter.

SHOW Elena quickly filled his bowl and watched him eat. This sentence shows the problem getting fixed, because Rusty finally gets his food.

OWN Answers vary. Example: First, Elena remembers she forgot the food. Next, she rides back to the shelter, and Rusty wagged his tail the moment he saw her. Last, she fills his bowl and watches him eat.

DEFEND Filling the bowl leads to Elena's lesson. Elena rides back and feeds Rusty, so she sees that doing the job carefully matters, and next time, she would not forget. A student who says Elena will never make a mistake again Goes too far.

YOUR TURN Answers vary. Example: Elena rides back and fills Rusty's food bowl. Proof: Elena quickly filled his bowl and watched him eat.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot



TEKS 3.8(C) · Plot · 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.

“Later that afternoon, Elena suddenly froze. ... Her stomach twisted with worry. ... Rusty had been waiting for her, trusting her to take care of him.”

How is the problem resolved?

- A** Elena learns that good citizens never make mistakes.
- B** Rusty eats food that another volunteer left for him.
- C** Elena asks her friends to feed Rusty for her.
- D** Elena rides back to the shelter and fills Rusty's food bowl.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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 A because Elena does learn a lesson, without checking that the story never says she will never make a mistake.

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.

PLOT

The answer is D.

Elena learns that good citizens never make mistakes.

- A** Stretched or Unsupported: Goes too far. The story says Elena would not forget next time, not that she will never make a mistake.

Rusty eats food that another volunteer left for him.

- B** Stretched or Unsupported: Not in the text. The story never says another volunteer fed Rusty.

Elena asks her friends to feed Rusty for her.

- C** Stretched or Unsupported: Not in the text. Elena rides back herself, and she never asks her friends to feed Rusty.

Elena rides back to the shelter and fills Rusty's food bowl. Correct.

- D** Correct. Elena rides back to the shelter, fills Rusty's food bowl, and watches him eat, so the problem is solved.



The Writing Academy®, LLC

Grade 3 · Cluster 3 · Plot

TEKS 3.8(C) · Plot · 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.

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

In a longer story, one event leads to the next until the problem is solved.

The test gives me Out of order traps, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we read a longer story, **Crash**, and follow its **plot**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. STAAR asks: **Which event happens right before another event?** Trap this week: **Out of order**, a real event that happens, but not at the time the question asks about.

This deck teaches **following the plot through a longer story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Plot

TEKS 3.8(C) • Plot • Week 17 of 36 • Cluster 4 • 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 following the plot of a longer story. A plot is all the events in a story, in the order they happen.”

▶ *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 answer a real STAAR question about which event comes right before another, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 4 Module 1 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell what happens right after the jar breaks in Crash.

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 first event of the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice what starts the problem.

Read the lines where the jar breaks. Notice the very first thing that goes wrong.

"While reaching for a green marker, Amina's elbow bumped the table."

I CAN | I can notice the event that starts the trouble in a story.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first event of the problem."

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

"Every problem in a story starts with one small event. Hunt for it."

▶ Read the line twice. Students circle elbow bumped the table on the NOTICE row.

ANSWER KEY: Amina's elbow bumps the table, and the jar falls.

CHECK FOR UNDERSTANDING

Ask a student what happens right after the elbow bumps the table.

COMMON MISCONCEPTION

Students may name the crash itself. The bump comes first and causes the crash.

POSSIBLE STUDENT QUESTION

Is the bump important even though it is small? Yes. It starts everything that happens next.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event that starts the problem. Keep the demand at this level.

RAISE THE THINKING

Ask what would be different if Amina had not reached for the marker.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that comes right before another event."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the event before the raise.

STAAR asks: **Which event happens right before** Amina raises her hand? Pick the event that comes just before she raises her hand.

"She took a deep breath and raised her hand."

A The class cheers when the plant is safe. • **B** Amina takes a deep breath. • **C** Amina bumps the table with her elbow.

I CAN | I can find the event that happens right before a given moment in the story.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 event that comes right before another event."

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

"Right before means the very next event, not any event before it."

▶ Students choose privately, then find both events in the story with a partner.

ANSWER KEY: B. Amina takes a deep breath.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows what Amina does right before she raises her hand.

COMMON MISCONCEPTION

Students may pick C because the bump starts the trouble. The bump is much earlier, not right before the raise.

POSSIBLE STUDENT QUESTION

How can I tell which event comes right before? Read the lines just before the raise and see what happens.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that comes right before another event. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Amina does right after she raises her hand.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that tells a key decision."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where Amina decides.

STAAR asks: Which sentence from the story best supports the idea that Amina decides to tell the truth?

"But deep down, Amina knew that was not the right choice."

I CAN | I can point to the exact sentence where Amina decides to tell the truth.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that tells a key decision."

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

"A decision sentence is a big plot moment. Look for the sentence where the character chooses."

▶ Take two or three answers. Students underline deep down and not the right choice.

ANSWER KEY: But deep down, Amina knew that was not the right choice.

CHECK FOR UNDERSTANDING

Ask a student why this sentence matters more than the lines around it.

COMMON MISCONCEPTION

Students may choose a sentence about the broken jar. Look for the sentence where Amina makes her choice.

POSSIBLE STUDENT QUESTION

What does deep down mean here? It means Amina knows the truth inside herself, even when it is hard.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where a character makes a decision. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina does right after she makes this decision.

TODAY'S THINKING JOB

OWN

"I can retell a longer story in order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of the story.

Write three sentences that tell the story in order: the problem, the choice, and the fix. Use first, next, and last.

"Diego and Mei helped pick up the papers while Jamal brought a broom."

I CAN | I can retell the problem, the choice, and the fix in the true order.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell a longer story in order."

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

"Use first, next, and last so a listener can follow a longer story."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the jar breaks, next Amina tells the truth, last the class cleans up.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may skip the choice and jump to the cleaning. Keep all three parts in order.

POSSIBLE STUDENT QUESTION

Does every story have all three parts? Most do: a problem, a choice, and a fix.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a longer story in order by myself. Keep the demand at this level.

RAISE THE THINKING

Ask which event changes the story the most and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event causes the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the cause.

How does the jar breaking lead to Amina telling the truth?

"She remembered a lesson her parents often talked about at home."

I CAN | I can explain how the crash leads to Amina's choice.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event causes the next."

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

"Events in a plot connect. One thing happens, so the next thing can happen."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: The crash makes Amina remember the lesson, so she tells the truth. The trap is Out of order.

CHECK FOR UNDERSTANDING

Ask a student to find the line that shows why Amina decides to tell the truth.

COMMON MISCONCEPTION

Students may say the jar broke because the class cleaned up. The cleaning comes after the crash.

POSSIBLE STUDENT QUESTION

Why does the crash matter? Because it starts the worry that leads Amina to tell the truth.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the crash causes Amina's choice. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Amina had never told the truth.

Follow the plot on your own.

Go back to the story. Find what happens right after the jar breaks. Copy the sentence that proves it.

Go back to the story.
Find what happens right after the jar breaks.
Copy the sentence that proves it.

I CAN | I can find the next event and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

“Find the crash in the story first. Then read the very next sentence.”

▶ 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 reaches for a green marker, and her elbow bumps the table. That bump makes the jar fall, so it starts the problem.

CHOOSE B. Amina takes a deep breath. The story says she took a deep breath and raised her hand. A is Out of order: the cheer comes at the end. C is Out of order: the bump happens when the jar breaks, much earlier.

SHOW But deep down, Amina knew that was not the right choice. This sentence shows Amina will not stay silent, so she raises her hand and tells the truth.

OWN Answers vary. Example: First, Amina bumps the table and the jar breaks. Next, Amina tells the truth and says she is sorry. Last, Diego and Mei helped pick up the papers while Jamal brought a broom, and the class cleans up.

DEFEND The crash makes Amina nervous, and because she remembered a lesson her parents often talked about at home, she chooses to tell the truth and raises her hand. A student who says the class cleaned up before the jar broke is Out of order.

YOUR TURN Answers vary. Example: The room becomes silent. Proof: For a moment, the room became completely silent.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

“Everyone turned to look at the broken jar. ... She took a deep breath and raised her hand. ... ‘Thank you for telling the truth, Amina,’ she said.”

Which event happens right before Mrs. Ramirez sweeps the broken glass?

- A** The class votes on whether Amina should stay.
- B** Amina raises her hand and says she is sorry.
- C** Jamal brings a broom to help clean the mess.
- D** The class puts the plant into a new container.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the plant really does move to a new container, without checking that it happens after the sweep.

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.

PLOT

The answer is C.

- A The class votes on whether Amina should stay.**
Stretched or Unsupported: Not in the text. The story never has the class vote about Amina.
- B Amina raises her hand and says she is sorry.**
Pattern Mix-Up: Out of order. Amina says she is sorry before the cleanup, not right before the sweep.
- C Jamal brings a broom to help clean the mess. Correct.**
Correct. Right before Mrs. Ramirez sweeps, Jamal brings a broom to the mess.
- D The class puts the plant into a new container.**
Pattern Mix-Up: Out of order. The plant moves to a new container after the floor is clean.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The conflict is the main problem the hero has to solve.

I can tell what makes the problem hard and how the hero finally solves it.

The test gives traps that put a wrong reason on a real action, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Queen Bee”

This week we learn about **the conflict**: the main problem the hero must solve. Our TEKS is **3.8(C)**. We read the story **The Queen Bee**. STAAR asks: **Why is the problem hard for the main character to solve?**
Trap this week: **Wrong motive**, a real action with a wrong reason.

This deck teaches **the story's big problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 3 • Cluster 4 • Plot

TEKS 3.8(C) • Plot • 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 learn about plot. Plot is the events of a story, and the conflict is the main problem the hero must solve.”

▶ *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 about the problem in The Queen Bee, and we will learn to spot answers that give a real action a wrong reason.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 4 Module 2 . a class or student copy of “The Queen Bee” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name the three tasks the dwarf must 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 the first event in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first lines of **The Queen Bee**. Notice the very first event. Circle the words that tell what the brothers do.

"Two kings' sons once upon a time went into the world to seek their fortunes"

I CAN | I can notice what happens at the beginning of a story.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first event in a story."

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

"A story starts with characters and a problem. Listen for who the dwarf is."

▶ Read the line twice. Students circle went into the world on the NOTICE row.

ANSWER KEY: The two brothers leave home to seek their fortunes.

CHECK FOR UNDERSTANDING

Ask a student to tell how the brothers treat the dwarf.

COMMON MISCONCEPTION

Students may name the castle tasks. The question asks what happens first.

POSSIBLE STUDENT QUESTION

Is the dwarf like his brothers? No. He is kind to the small creatures, and that kindness matters later.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the brothers do at the ant-hill.

TODAY'S THINKING JOB

CHOOSE

"I can choose the main problem in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the main problem.

This story has a big problem, the conflict. Pick the main problem the dwarf must solve.

"At last came the little dwarf's turn"

- A** The two brothers cannot go home because they spent all their money. • **B** The ants help the dwarf so they can find the king's pearls. • **C** The dwarf must break the castle spell by doing three very hard tasks.

I CAN | I can name the conflict and tell what the hero must do.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 main problem in a story."

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

"The main problem is the one the whole story works to solve."

▶ Students choose privately, then tell a partner why the other two are not the main problem.

ANSWER KEY: C. The dwarf must break the castle spell by doing three very hard tasks.

CHECK FOR UNDERSTANDING

Ask a student to name the three tasks the dwarf must do.

COMMON MISCONCEPTION

Students may pick A because the money trouble is real. It is not the main problem of the story.

POSSIBLE STUDENT QUESTION

How do I know which problem is the main one? The whole story is about breaking the spell, so that is the conflict.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the story's main problem. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the castle tasks are hard.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the problem is hard.

Which sentence from the story best supports the idea that the pearl task is very hard?

"he sat down upon a stone and cried"

I CAN | I can point to the exact sentence that proves the task is hard.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 the sentence that proves an idea."

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

"When the hero cries, the problem is hard. Hunt for the line that shows it."

▶ Students underline *sat down upon a stone and cried*.

ANSWER KEY: he sat down upon a stone and cried

CHECK FOR UNDERSTANDING

Ask a student to tell why the dwarf cries.

COMMON MISCONCEPTION

Students may choose a line about the ants. The question asks for the line that shows how hard the task is.

POSSIBLE STUDENT QUESTION

Why does the dwarf cry? Because the pearls are so hard to find that he gives up and sits down.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the problem is hard. Keep the demand at this level.

RAISE THE THINKING

Ask what happens right after the dwarf cries.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of the tasks.

Write the three tasks the dwarf must do, in order. Use first, next, and last.

"The third task was the hardest."

I CAN | I can retell the three tasks in order using signal words.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the tasks."

▶ Students write the three tasks in order on the OWN row.

ANSWER KEY: Example: First the pearls, next the key, last the youngest princess, which is the hardest task.

CHECK FOR UNDERSTANDING

Ask a student to read their three tasks while the class checks the order.

COMMON MISCONCEPTION

Students may skip the order and just name the tasks. The order matters.

POSSIBLE STUDENT QUESTION

Which task is the hardest? The third one, because the princesses all look exactly alike.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the tasks in order independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which helper the dwarf gets for the third task.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the kindness.

How does the dwarf's kindness to the ants lead to the first task being done?

"the king of the ants (whose life he had saved) came to help him"

I CAN | I can defend how kindness helps the dwarf finish a task.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"Good deeds come back around. The ants help because the dwarf saved them."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: Because the dwarf saved the ants, the ant king comes with five thousand ants to find the pearls. The trap is Wrong motive.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding both events in the story.

COMMON MISCONCEPTION

Students may say the ants wanted a reward. The story shows they help out of thanks.

POSSIBLE STUDENT QUESTION

Why do the ants help the dwarf? Because he saved their lives, not because they want the pearls.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how kindness connects to help. Keep the demand at this level.

RAISE THE THINKING

Ask what the ducks do for the dwarf and why.

Follow the plot on your own.

Go back to the story. Write the first task the dwarf must do. Copy the sentence that proves it.

Go back to the story.
Write the first task the dwarf must do.
Copy the sentence that proves it.

I CAN | I can find the first task and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

“Find the first tablet in the story. Then read the words that tell what the dwarf must find.”

▶ 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 two brothers go out into the world to seek their fortunes, and the little dwarf goes to find them. That is how the plot begins.

CHOOSE C. The dwarf must break the castle spell by doing three very hard tasks. A is Wrong part of the story: the money trouble is at the start. B is Wrong motive: the ants help because the dwarf saved their lives, not to find pearls.

SHOW This line shows the dwarf giving up: he sat down upon a stone and cried because he cannot find the pearls, so the task is very hard.

OWN Answers vary. Example: First, the dwarf must find one thousand pearls under the moss. Next, he must fish the princess's key out of the lake. Last, he must pick the youngest princess, and the third task was the hardest.

DEFEND The dwarf's kindness leads to help: because he saved the ants, the king of the ants came to help him, so all the pearls are found. A student who says the ants wanted the pearls is giving a Wrong motive.

YOUR TURN Answers vary. Example: He must find one thousand pearls under the moss. Proof: they must all be found.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“The first tablet said ... In the wood, under the moss, lie the thousand pearls belonging to the king's daughter ... but it was so hard to find the pearls, and the job was so tiresome!, so he sat down upon a stone and cried”

Why is the problem hard for the main character to solve?

- A** The brothers came to a castle where fine horses stood in the stables.
- B** The tasks are huge, like finding one thousand pearls hidden under moss.
- C** The dwarf's brothers laugh at him because he is young and simple.
- D** The ants find the pearls because they want the princess's key from the lake.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the ants really do find the pearls, without checking why they 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.

PLOT

The answer is B.

- A** **The brothers came to a castle where fine horses stood in the stables.**
Topic Trap: Setting detail, not the plot. The marble horses describe the castle; they are not the problem.
- B** **The tasks are huge, like finding one thousand pearls hidden under moss. **Correct.****
Correct. The pearls lie hidden under moss and all one thousand must be found by sunset, so the task is very hard.
- C** **The dwarf's brothers laugh at him because he is young and simple.**
Another Place: Wrong part of the story. The brothers laugh at the start, before the castle problem begins.
- D** **The ants find the pearls because they want the princess's key from the lake.**
Stretched or Unsupported: Wrong motive. The ants help because the dwarf saved their lives, not to get the key.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

One event can cause the next event to happen.

The test gives me Cause and effect switched traps, so I check which event really comes first.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we read **The Good Citizen** and see how **one event leads to another**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. STAAR asks: **How does the event in paragraph 12 affect the plot?** Trap this week: **Cause and effect switched**, an answer that switches which event caused which.

This deck teaches **seeing how events connect in a plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Plot

TEKS 3.8(C) • Plot • 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 how one event in a story leads to the next. A plot is all the events in a story, in the order they happen.”

▶ 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 answer a real STAAR question about how an event affects the plot, and we will learn to spot answers that switch the cause and the effect.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 4 Module 3 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell what Elena forgets to do in The Good Citizen.

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 character's job in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice Elena's job.

Read the beginning of **The Good Citizen**. Notice Elena's job at the dog shelter.

"Elena's job was simple but important."

I CAN | I can notice the responsibility that matters to the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Monday

TEKS 3.8(C) · Plot · 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 a character's job in a story."

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

"A character's job can become the whole problem. Notice what Elena must do."

▶ Read the line twice. Students circle simple but important on the NOTICE row.

ANSWER KEY: Elena's job was simple but important.

CHECK FOR UNDERSTANDING

Ask a student to name one part of Elena's job.

COMMON MISCONCEPTION

Students may name the park plan. The shelter job is what drives the plot.

POSSIBLE STUDENT QUESTION

Why does Elena's job matter? Because forgetting part of it starts the problem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the job that drives the plot. Keep the demand at this level.

RAISE THE THINKING

Ask which part of the job Elena will forget.

TODAY'S THINKING JOB

CHOOSE

"I can choose how one event affects the plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how the event works.

STAAR asks: **How does the event in paragraph 12 affect the plot?** Pick the answer that tells what the event does for the story.

"Later that afternoon, Elena suddenly froze."

A It starts the worry that leads Elena to ride back to the shelter. • **B** Elena rides back to the shelter, and that makes her suddenly freeze. • **C** It shows Elena playing ball with Rusty in the yard.

I CAN | I can choose what one event causes to happen next.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 how one event affects the plot."

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

"The event in a paragraph can start the next part of the plot. Ask what it causes."

▶ Students choose privately, then find paragraph 12 with a partner.

ANSWER KEY: A. It starts the worry that leads Elena to ride back to the shelter.

CHECK FOR UNDERSTANDING

Ask a student to read paragraph 12 aloud and say what it makes Elena do.

COMMON MISCONCEPTION

Students may pick B because the ride back is a big event. The freeze comes before the ride, so the ride cannot cause it.

POSSIBLE STUDENT QUESTION

What does suddenly froze mean here? It means Elena stops and a worrying thought hits her.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how an event affects the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Elena realizes right after she freezes.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the forgetting.

STAAR asks: Which sentence from the story best supports the idea that Elena forgot to feed Rusty?

"But she could not remember filling Rusty's food bowl."

I CAN | I can point to the sentence where Elena realizes her mistake.



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 the sentence that proves the problem."

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

"The proof sentence states the problem clearly. Hunt for the sentence about the food bowl."

▶ Take two or three answers. Students underline could not remember.

ANSWER KEY: But she could not remember filling Rusty's food bowl.

CHECK FOR UNDERSTANDING

Ask a student why this sentence proves the problem is real.

COMMON MISCONCEPTION

Students may choose the line about Rusty wagging his tail. That line is from the end, after the problem is fixed.

POSSIBLE STUDENT QUESTION

Why can Elena not remember? Because she rushed through her chores to get to the park.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the mistake. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does right after she realizes she forgot.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they cause each other."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the cause and effect.

Write three sentences that tell what happens from the rush to the fix, in order. Use first, next, and last.

"Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter."

I CAN | I can retell the rush, the worry, and the fix in the true order.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they cause each other."

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

"Use first, next, and last so a listener can see what causes what."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Elena rushes and forgets, next she rides back fast, last she feeds Rusty and feels proud.

CHECK FOR UNDERSTANDING

Ask a student to read their three sentences while the class checks the order.

COMMON MISCONCEPTION

Students may put the ride back before the worry. The worry sends her on the ride.

POSSIBLE STUDENT QUESTION

Does the order change the meaning? Yes. The worry must come before the ride, or the story makes no sense.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling cause and effect in order by myself. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling causes the biggest change.

TODAY'S THINKING JOB

DEFEND

"I can explain how a mistake leads to a lesson."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How does Elena forgetting to feed Rusty lead to her learning about being a good citizen?

"Being a good citizen meant doing your job carefully, especially when others depended on you."

I CAN | I can explain how the forgetting connects to what Elena learns.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how a mistake leads to a lesson."

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

"One event causes the next. The mistake causes the lesson."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: Forgetting leads Elena back to the shelter, so she learns to do her job carefully.

CHECK FOR UNDERSTANDING

Ask a student to find the paragraph where Elena learns the lesson.

COMMON MISCONCEPTION

Students may say Elena forgot because the shelter was too far. The story says she rushed to get to the park.

POSSIBLE STUDENT QUESTION

What caused Elena to forget? She kept checking the clock and hurried to finish.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the mistake leads to the lesson. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena will do next time because of what she learned.

Follow the cause on your own.

Go back to the story. Find what Elena does when she realizes she forgot to feed Rusty. Copy the sentence that proves it.

Go back to the story.
Find what Elena does when she realizes she forgot to feed Rusty.
Copy the sentence that proves it.

I CAN | I can find what an event causes and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the moment Elena realizes she forgot. Then read the sentence that shows what she does about 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 story says Elena's job was simple but important: she filled water bowls, measured food, cleaned kennels, and played with the dogs. That job matters to the plot.

CHOOSE A. It starts the worry that leads Elena to ride back. Later that afternoon, Elena suddenly froze. B is Cause and effect switched: the ride comes after the freeze. C is Wrong part of the story: the ball game is in the morning.

SHOW But she could not remember filling Rusty's food bowl. This sentence shows Elena forgot her most important job, so she worries and rides back to the shelter.

OWN Answers vary. Example: First, Elena rushes and forgets to feed Rusty. Next, without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter. Last, she feeds Rusty and feels proud.

DEFEND Forgetting to feed Rusty makes Elena ride back, and because she watches him eat, she learns that being a good citizen meant doing your job carefully, especially when others depended on you.

YOUR TURN Answers vary. Example: Elena rides back to the shelter. Proof: Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter.

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Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · Week 19 of 36 · Cluster 4 · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“Later that afternoon, Elena suddenly froze. ... She remembered taking the dogs outside. ... But she could not remember filling Rusty’s food bowl.”

How does the event in paragraph 21 affect the plot?

- A** It moves the story from worry to fixing the problem by taking Elena back to the shelter.
- B** It makes Elena forget to feed Rusty, so she rushes through her chores.
- C** It shows Elena teaching the dogs simple commands for treats.
- D** It makes Elena decide to stop volunteering at the shelter.



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Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because forgetting really does happen in the story, without checking that it happens before paragraph 21, not because of 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.

PLOT

The answer is A.

A It moves the story from worry to fixing the problem by taking Elena back to the shelter. Correct.

Correct. Paragraph 21 sends Elena back to the shelter, and that moves the story to the fix.

B It makes Elena forget to feed Rusty, so she rushes through her chores.

Reversed Meaning: Cause and effect switched. Elena forgets to feed Rusty during the morning rush, before she ever rides back.

C It shows Elena teaching the dogs simple commands for treats.

Another Place: Wrong part of the story. Teaching commands happens near the start, not in paragraph 21.

D It makes Elena decide to stop volunteering at the shelter.

Stretched or Unsupported: Not in the text. Elena never decides to stop volunteering.



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Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A resolution is the sentence where a character's problem is finally answered.

I can prove the resolution with the exact sentence, not a sentence from another part.

The test gives me a sentence from the wrong part of the story as a trap, so I check where it comes from.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we prove **the resolution** with evidence. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Mystery of the Traveling Shell**. STAAR asks: **Which sentence best shows how the problem is solved?** Trap this week: **Wrong part of the story**, a sentence that really happens, but comes from the middle, not the resolution.

This deck teaches **proving how the resolution is shown** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 3 • Cluster 4 • Plot

TEKS 3.8(C) • Plot • Week 20 of 36 • Cluster 4 • 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 are proving the resolution with the exact sentence 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.*

“Each day we will practice a real STAAR question about proof, and we will learn to spot sentences from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 4 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 find the exact sentence that proves how a favorite story ends.

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 sentence that states the resolution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the final claim.

Read the end of the story. Notice the sentence where Emsy writes her final claim. Circle the words long-distance trade.

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

I CAN | I can tell which sentence states how the problem is solved.



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Grade 3 • Cluster 4 • Plot • Monday

TEKS 3.8(C) • Plot • 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 the sentence that states the resolution."

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

"A resolution sentence tells the final answer, not a clue along the way."

▶ Read the line twice. Students circle long-distance trade on the NOTICE row.

ANSWER KEY: The shell reached Poverty Point through long-distance trade.

CHECK FOR UNDERSTANDING

Ask a student to say which word tells us this is the final answer.

COMMON MISCONCEPTION

Students may point to a clue sentence instead. A clue helps build toward the resolution; it is not the resolution itself.

POSSIBLE STUDENT QUESTION

Is every true sentence about the shell the resolution? No, only the one that states the final answer.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the sentence that states the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does with her notebook right after she writes this claim.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that proves the resolution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the sentence that proves the resolution.

STAAR asks: Which sentence best shows how the problem is solved? Pick the sentence that is the resolution, not a clue from earlier.

"Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers."

A Blue lines curved across the map, showing rivers. • **B** Scarcity happens when people do not have everything. • **C** The shell reached Poverty Point through long-distance trade.

I CAN | I can tell a resolution sentence apart from a clue sentence.



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Grade 3 · Cluster 4 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the resolution."

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

"Clues build up during the middle, but only one sentence states the final answer."

▶ Students choose privately, then explain which part of the story each other choice is from.

ANSWER KEY: C. The shell reached Poverty Point through long-distance trade.

CHECK FOR UNDERSTANDING

Ask a student to explain why the river sentence is not the resolution.

COMMON MISCONCEPTION

Students may pick a clue sentence because it sounds important. Clues support the resolution; they are not the resolution.

POSSIBLE STUDENT QUESTION

Can a clue sentence also be true? Yes, but it still comes from the middle, not the ending.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the sentence that proves the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student why scarcity belongs in the middle of the story.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the resolution is reached."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the proof of the resolution.

STAAR asks: Which sentence from the story best supports the idea that Emsy has reached her final answer?

"She drew a box around her final claim."

I CAN | I can point to the exact sentence that shows the problem is finally solved.



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Grade 3 · Cluster 4 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the resolution is reached."

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

"Look for the action that shows a character is finished solving the problem."

▶ Students underline *drew a box* on the *SHOW* row.

ANSWER KEY: She drew a box around her final claim about long-distance trade.

CHECK FOR UNDERSTANDING

Ask a student what Emsy boxes right before she feels sure of her answer.

COMMON MISCONCEPTION

Students may pick a sentence describing a clue instead. Clues come before the box; they are not the resolution.

POSSIBLE STUDENT QUESTION

Why does boxing the claim matter? It shows Emsy is finished and sure of her final answer.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the resolution is reached. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does with the shell right after she boxes her claim.

TODAY'S THINKING JOB

OWN

"I can tell a resolution sentence apart from a clue sentence."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the resolution sentence.

Write the sentence that is the true resolution, then write one clue sentence that is from the wrong part.

"Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations."

I CAN | I can write the resolution sentence and explain why a clue sentence is from a different part.



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Grade 3 · Cluster 4 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 tell a resolution sentence apart from a clue sentence."

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

"Write the true ending first, then a clue sentence that only comes from the middle."

▶ Students write both sentences on the OWN row.

ANSWER KEY: Example: resolution about trade; clue about copper from the middle.

CHECK FOR UNDERSTANDING

Ask a student to read their resolution sentence aloud.

COMMON MISCONCEPTION

Students may write two clue sentences instead of one resolution. Only one sentence states the final answer.

POSSIBLE STUDENT QUESTION

Can the copper clue be true and still be from the wrong part? Yes, it is true, but it happens in the middle.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about sorting a resolution sentence from a middle clue sentence. Keep the demand at this level.

RAISE THE THINKING

Ask a student which clue helped Emsy the most and why.

TODAY'S THINKING JOB

DEFEND

"I can explain why a sentence from the middle cannot prove the resolution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the real resolution sentence.

A student picked the sentence about scarcity as proof of the resolution. How is that sentence connected to the middle of the story, not the ending? Explain the real proof.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

I CAN | I can defend the sentence that truly proves the resolution.



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Grade 3 · Cluster 4 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain why a sentence from the middle cannot prove the resolution."

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

"A clue can explain why something happens, but only one sentence proves the final answer."

▶ Students write the real proof sentence and the word because on the DEFEND row.

ANSWER KEY: The real proof is where Emsy closed her notebook, confirming the trade claim as the ending.

CHECK FOR UNDERSTANDING

Ask a student to prove the scarcity sentence comes from the middle, not the ending.

COMMON MISCONCEPTION

Students may agree with scarcity because it really explains trade. A true clue is still from the wrong part.

POSSIBLE STUDENT QUESTION

Why does it matter which part a sentence proves? Because the question asks for the resolution, not any true sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why a middle sentence cannot prove the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if scarcity were never explained in the story.

Prove the resolution on your own.

Go back to the story. Write how the problem is solved. Copy the sentence that best proves it.

Go back to the story.
Write how the problem is solved.
Copy the sentence that best proves it.

I CAN | I can find the resolution and prove it with the best sentence from the story.

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Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

"Think about the sentence Emsy boxes. That sentence is the proof."

▶ 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 Emsy writes that the shell probably reached Poverty Point through long-distance trade. That sentence states the resolution.

CHOOSE C. The shell reached Poverty Point through long-distance trade. A is Wrong part of the story: the rivers are a clue from the middle. B is Wrong part of the story: scarcity is explained in the middle, not the ending.

SHOW She drew a box around her final claim, and that claim is the sentence about long-distance trade. Boxing it shows this is the true ending, not a clue.

OWN Answers vary. Example: Resolution, the shell reached Poverty Point through long-distance trade. Clue from the wrong part, the copper clue, which comes from the middle of the story.

DEFEND Scarcity explains why people traded, so it is from the middle, not the final answer. Emsy closed her notebook and looked once more at the shell, confirming the trade claim as the ending. The student names Wrong part of the story.

YOUR TURN Answers vary. Example: The shell reached Poverty Point through long-distance trade. Proof: The seashell probably reached Poverty Point through long-distance trade.

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Grade 3 · Cluster 4 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. ... She drew a box around her final claim. ... The seashell probably reached Poverty Point through long-distance trade.”

Which sentence best shows how the problem is solved?

- A** Blue lines curved across the map, showing rivers.
- B** The seashell probably reached Poverty Point through long-distance trade.
- C** Scarcity happens when people do not have everything they want or need.
- D** Emsy pulled a miniature notebook from her backpack.



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Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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

Picking a true clue sentence from the middle instead of the sentence that states the resolution.

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.

PLOT

The answer is B.

- A** **Blue lines curved across the map, showing rivers.**
Another Place: Wrong part of the story. The rivers are a clue from the middle, not the resolution.
- B** **The seashell probably reached Poverty Point through long-distance trade. Correct.**
Correct. This sentence is the final claim that states how the problem is solved.
- C** **Scarcity happens when people do not have everything they want or need.**
Another Place: Wrong part of the story. This explanation comes from the middle, not the ending.
- D** **Emsy pulled a miniature notebook from her backpack.**
Another Place: Wrong part of the story. This happens near the beginning, long before the resolution.



The Writing Academy®, LLC

Grade 3 · Cluster 4 · Plot

TEKS 3.8(C) · Plot · 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is a chain of events, and each event happens in a true order.

I can retell several events in the exact order the story gives them.

The test gives me a list with events out of order, so I check the order against the text.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn to **retell the plot in order**. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **Crash**. STAAR asks: **Which list shows the events in the order they happen?** Trap this week: **Out of order**, events that really happen, but are not listed in the true order.

This deck teaches **retelling the plot in order** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Plot

TEKS 3.8(C) • Plot • 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 retell the plot in the true order.”

▶ 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 about order, and we will learn to spot lists that put events out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 5 Module 1 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to retell three events from a favorite story in order.

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 event that starts the plot's problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the crash.

Read the moment the jar breaks. Notice what Amina does right before the crash. Circle the words that tell what happens first.

"A few minutes later, Amina reached across the table for a green marker."

I CAN | I can tell what happens right before a key event in the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the event that starts the plot's problem."

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

"One small action can lead right into the next event. Watch for what comes first."

▶ Read the line twice. Students circle elbow bumped the table on the NOTICE row.

ANSWER KEY: Amina reaches across the table for a marker just before the jar falls.

CHECK FOR UNDERSTANDING

Ask a student what Amina is reaching for when her elbow bumps the table.

COMMON MISCONCEPTION

Students may say the jar simply falls on its own. The bump happens first and causes the fall.

POSSIBLE STUDENT QUESTION

Does the bump happen before or after the crash? Before. The bump causes the crash that follows.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the event right before a key moment. Keep the demand at this level.

RAISE THE THINKING

Ask what sound the story uses to show the jar hitting the floor.

TODAY'S THINKING JOB

CHOOSE

"I can choose the list that shows events in the true order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the list in the right order.

STAAR asks: Which list shows the events in the order they happen? Pick the list that matches the true order in the story.

"The glass jar fell to the floor and shattered."

A Amina raises her hand, the jar breaks, the class cleans up. • **B** The jar breaks, Amina raises her hand, the class cleans up. • **C** The class cleans up, the jar breaks, Amina raises her hand.

I CAN | I can tell a correct order apart from a list that is out of order.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 list that shows events in the true order."

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

"All three events happen. Only one list puts them in the true order."

▶ Students choose privately, then put the three events on a timeline.

ANSWER KEY: B. The jar breaks, Amina raises her hand, the class cleans up.

CHECK FOR UNDERSTANDING

Ask a student to say which event happens last.

COMMON MISCONCEPTION

Students may swap two events that feel close together in time. Check which one the story tells first.

POSSIBLE STUDENT QUESTION

If every event in a list really happens, how do I check the order? Find each event in the story and see which one comes first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the list of events in the true order. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the cleanup cannot happen before the jar breaks.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the true order of events."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the order with proof.

STAAR asks: Which sentence from the story best supports the idea that Amina confesses right after the jar breaks?

"Taking a deep breath, she slowly raised her hand."

I CAN | I can point to the exact sentence that supports the order of two events.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the true order of events."

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

"Look for the exact sentence that shows which event comes next."

▶ Students underline raised her hand on the SHOW row.

ANSWER KEY: Taking a deep breath, she slowly raised her hand.

CHECK FOR UNDERSTANDING

Ask a student what Amina does with her breath right before she raises her hand.

COMMON MISCONCEPTION

Students may pick a sentence about the cleanup instead. The cleanup happens later, after she raises her hand.

POSSIBLE STUDENT QUESTION

Why does a deep breath matter here? It shows Amina is getting ready to speak up, right before she confesses.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the order of two events. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina says right after she raises her hand.

TODAY'S THINKING JOB

OWN

"I can retell three events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of events.

Write three sentences that retell the plot in order, using first, next, and last.

"Diego and Mei picked up scattered papers."

I CAN | I can retell events using first, next, and last in the true order.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell three events in the order they happen."

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

"Use first, next, and last so a listener can follow the true order."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the jar breaks, next Amina confesses, last the class cleans up.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story out of order. Check the order before writing.

POSSIBLE STUDENT QUESTION

Do all three events have to be about Amina? No, but they must stay in the true order.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling three events in the true order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling they could prove with a sentence from the story.

TODAY'S THINKING JOB

DEFEND

"I can explain the true order of two events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the true order.

A student wrote that the class cleans up before the jar breaks. How are these two events really connected in the story? Explain the true order.

"Jamal brought a broom from the supply closet."

I CAN | I can defend the real order of events and explain how one leads to the next.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain the true order of two events in a story."

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

"One event causes the next, so check which one has to happen first."

▶ Students write the real order and the word because or so on the DEFEND row.

ANSWER KEY: The jar breaks first, and that causes the cleanup with the broom that follows.

CHECK FOR UNDERSTANDING

Ask a student to prove the jar breaks before the cleanup starts.

COMMON MISCONCEPTION

Students may agree with the trap because both events are true. True events can still be in the wrong order.

POSSIBLE STUDENT QUESTION

Why can't the class clean up before the jar breaks? Because there is nothing to clean up until after the jar falls.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the true order of two connected events. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if nobody told the truth about the jar.

Order the plot on your own.

Go back to the story. Write the event that happens right after Amina raises her hand. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after Amina raises her hand.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the moment Amina raises her hand. Then read the very next sentence."

▶ 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 reaches across the table for a green marker, and that action happens right before the jar crashes.

CHOOSE B. The jar breaks, Amina raises her hand, the class cleans up. A is Out of order: Amina raises her hand after the jar breaks, not before. C is Out of order: the class cleans up last, not first.

SHOW Taking a deep breath, she slowly raised her hand. This sentence comes right after the jar breaks, proving Amina confesses soon after.

OWN Answers vary. Example: First, the jar falls and breaks. Next, Amina raises her hand and tells the truth. Last, the class works together to clean up the mess.

DEFEND The jar breaks first, and that leads to the cleanup, not the other way around. Jamal brought a broom from the supply closet only after the jar broke and Amina confessed, so the mess causes the cleanup. The student's order is Out of order.

YOUR TURN Answers vary. Example: Amina tells Mrs. Ramirez she bumped the table. Proof: I'm sorry, Mrs. Ramirez, she said.

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Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“A few minutes later, Amina reached across the table for a green marker. ... Taking a deep breath, she slowly raised her hand. ... Diego and Mei picked up scattered papers.”

Which list shows the events in the order they happen?

A Amina confesses, the jar breaks, the class cleans up.

B The class cleans up, Amina confesses, the jar breaks.

C The jar breaks, Amina confesses, the class cleans up.

D The class cleans up, the jar breaks, Amina confesses.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a list where two true events are simply swapped out of their real order.

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.

PLOT

The answer is C.

- A Amina confesses, the jar breaks, the class cleans up.**
Pattern Mix-Up: Out of order. Amina confesses after the jar breaks, not before.
- B The class cleans up, Amina confesses, the jar breaks.**
Pattern Mix-Up: Out of order. The cleanup happens last, after both other events.
- C The jar breaks, Amina confesses, the class cleans up. Correct.**
Correct. The jar breaks first, Amina confesses next, and the class cleans up last.
- D The class cleans up, the jar breaks, Amina confesses.**
Pattern Mix-Up: Out of order. The cleanup cannot happen before the jar breaks.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A character's choice can make the problem in a story bigger.

I can tell the true reason for a choice apart from a wrong motive.

The test gives me a wrong motive as a trap, so I check why a character really acts.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn how a **character's choice** adds to **the conflict**. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read **The Good Citizen**. STAAR asks: **How does the main character's choice add to the problem?** Trap this week: **Wrong motive**, a real action with a reason the text never gives.

This deck teaches **seeing how a choice adds to the problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Plot

TEKS 3.8(C) • Plot • 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 are learning how a character's choice can add to the problem in a 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.*

“Each day we will practice a real STAAR question about choices and problems, and we will learn to spot a wrong motive trap.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 5 Module 2 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a choice a character made that added to the problem in a favorite story.

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 choice a character makes."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice Elena's choice.

Read about Elena's busy Saturday. Notice the choice she makes because she wants to meet her friends. Circle the words that show she is rushing.

"She still completed her tasks, but she moved much faster than usual."

I CAN | I can tell what choice a character makes and why.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Monday

TEKS 3.8(C) · Plot · 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 a choice a character makes."

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

"A character's choice often starts the problem in a plot. Watch for why Elena hurries."

▶ Read the line twice. Students circle moved much faster on the NOTICE row.

ANSWER KEY: Elena rushes through her chores to meet her friends sooner.

CHECK FOR UNDERSTANDING

Ask a student why Elena is moving faster than usual.

COMMON MISCONCEPTION

Students may say Elena is simply tired. The text says she is hurrying to meet her friends.

POSSIBLE STUDENT QUESTION

Does Elena skip her chores completely? No, she still does them, but too fast.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a choice that starts a problem. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena is looking forward to that afternoon.

TODAY'S THINKING JOB

CHOOSE

"I can choose how a character's choice adds to the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how the choice adds to the problem.

STAAR asks: How does the main character's choice add to the problem? Pick the true reason Elena's choice makes the problem bigger.

"Rusty chased a tennis ball across the yard and happily returned it each time Elena threw it."

- A** Elena rushes through chores, so she forgets to feed Rusty. • **B** Elena stops liking dogs, so she never returns to the shelter. • **C** Elena decides she no longer wants to volunteer at all.

I CAN | I can tell the true effect of a choice apart from a wrong motive.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 how a character's choice adds to the problem."

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

"Only one answer uses the real reason the text gives for Elena's choice."

▶ Students choose privately, then explain why the other two give the wrong reason.

ANSWER KEY: A. Elena rushes through chores, so she forgets to feed Rusty.

CHECK FOR UNDERSTANDING

Ask a student to name the real reason Elena forgets to feed Rusty.

COMMON MISCONCEPTION

Students may guess a reason that sounds reasonable but is not in the text. Stick with what the story actually says.

POSSIBLE STUDENT QUESTION

Can a wrong motive still describe something true? No, a wrong motive gives the wrong reason for a real action.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true reason a choice adds to the problem. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Elena promises Rusty before she leaves.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a choice adds to the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show how the choice adds to the problem.

STAAR asks: Which sentence from the story best supports the idea that Elena's hurry causes a problem?

"But she could not remember filling Rusty's food bowl."

I CAN | I can point to the exact sentence that supports how a choice causes trouble.



The Writing Academy®, LLC

Grade 3 • Cluster 5 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 the sentence that proves a choice adds to the problem."

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

"Look for the exact sentence that proves a choice led to trouble."

▶ Students underline could not remember on the SHOW row.

ANSWER KEY: She could not remember filling Rusty's food bowl.

CHECK FOR UNDERSTANDING

Ask a student when Elena first realizes she might have forgotten.

COMMON MISCONCEPTION

Students may pick a sentence about the park instead. The park is not where the problem is shown.

POSSIBLE STUDENT QUESTION

Where is Elena when she realizes the problem? She is sitting on a park bench with her friends.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a choice caused a problem. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does right after she realizes she might have forgotten.

TODAY'S THINKING JOB

OWN

"I can retell a character's choice and its effect on the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the choice and its effect.

Write two sentences that explain Elena's choice and how it adds to the problem.

"She put away supplies, checked the exercise yard, and prepared to leave."

I CAN | I can explain a choice and the problem it causes.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell a character's choice and its effect on the problem."

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

"Say the choice first, then the problem it causes."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: Elena hurries to meet friends; because she rushes, Rusty does not get fed.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that explains the choice.

COMMON MISCONCEPTION

Students may only describe the park trip and skip the choice that caused the problem. Name the choice, not just the fun part.

POSSIBLE STUDENT QUESTION

Does rushing always cause a problem? Not always, but in this story it does.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a choice and the problem it causes. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Elena could have done differently.

TODAY'S THINKING JOB

DEFEND

"I can explain why a real action can still have the wrong stated reason."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the true reason.

A student wrote that Elena forgets to feed Rusty because she stops caring about him. How is that connected to what the story really shows about her choice? Explain the real reason.

"Feeling rushed, Elena hurried through the rest of her chores."

I CAN | I can defend the true motive behind a character's choice.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain why a real action can still have the wrong stated reason."

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

"A character's real reason connects to what the story actually shows, not a guess."

▶ Students write the real reason and the word because on the DEFEND row.

ANSWER KEY: The real reason is that Elena did not want to be late, so she rushed and forgot.

CHECK FOR UNDERSTANDING

Ask a student to prove Elena still cares about Rusty later in the story.

COMMON MISCONCEPTION

Students may accept the not caring idea because Elena does forget Rusty. Forgetting is not the same as not caring.

POSSIBLE STUDENT QUESTION

How do we know Elena still cares about Rusty? She rides all the way back to feed him.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why a wrong motive does not match the real reason. Keep the demand at this level.

RAISE THE THINKING

Ask what would have happened if Elena never remembered Rusty's food bowl.

Explain the choice on your own.

Go back to the story. Write how Elena's choice adds to the problem. Copy the sentence that proves it.

Go back to the story.
Write how Elena's choice adds to the problem.
Copy the sentence that proves it.

I CAN | I can find how a choice adds to the problem and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

"Think about why Elena was rushing. That reason explains the problem."

▶ 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 Elena chooses to rush through her chores because she wants to meet her friends at the park. That choice starts the problem.

CHOOSE A. Elena rushes through chores, so she forgets to feed Rusty. B is Wrong motive: the text never says Elena stops liking dogs. C is Wrong motive: Elena never decides to stop volunteering.

SHOW But she could not remember filling Rusty's food bowl. This sentence shows that Elena's rushing earlier caused her to forget an important job.

OWN Answers vary. Example: Elena chooses to hurry through her chores so she can meet her friends. Because she rushes, she forgets to feed Rusty, and that adds to the problem.

DEFEND Elena still cares about Rusty, so not caring is not connected to the real reason. Feeling rushed, Elena hurried through the rest of her chores, and that rushing caused her to forget the food bowl. The student names Wrong motive.

YOUR TURN Answers vary. Example: Elena rushes through her chores and forgets to feed Rusty. Proof: But she could not remember filling Rusty's food bowl.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“She still completed her tasks, but she moved much faster than usual. ... Rusty chased a tennis ball across the yard and happily returned it each time Elena threw it. ... But she could not remember filling Rusty’s food bowl.”

How does the main character's choice add to the problem?

A Elena decides she no longer wants to volunteer at the shelter.

B Elena stops liking dogs after that Saturday.

C Elena tells the shelter manager she is quitting.

D Elena rushes through her chores, so she forgets to feed Rusty.



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Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing an answer with a reason that sounds true but the story never actually gives.

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.

PLOT

The answer is D.

- A Elena decides she no longer wants to volunteer at the shelter.**
Stretched or Unsupported: Wrong motive. The story never says Elena wants to quit.
- B Elena stops liking dogs after that Saturday.**
Stretched or Unsupported: Wrong motive. Elena still cares about Rusty the whole story.
- C Elena tells the shelter manager she is quitting.**
Stretched or Unsupported: Not in the text. Elena never tells the manager she is quitting.
- D Elena rushes through her chores, so she forgets to feed Rusty. **Correct.****
Correct. Elena's choice to rush is exactly why she forgets to fill Rusty's food bowl.



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Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

Every part of a story can matter: one event can cause the next.

I can follow the sequence of events and tell why a paragraph is important to the plot.

The test gives traps that name setting details, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Golden Goose”

This week we learn why **each paragraph matters to the plot**: the events in one part can cause the events in the next part. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **The Golden Goose**. STAAR asks: **Why is paragraph 8 important to the plot?** Trap this week: **Setting detail, not the plot**, words that only tell time or place and do not drive the story.

This deck teaches **why each part matters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 3 • Cluster 5 • Plot

TEKS 3.8(C) • Plot • 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 learn about plot. Plot is the events of a story in order, and each part can matter to what happens next.”

▶ *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 about why a paragraph matters in The Golden Goose, and we will learn to spot answers that name a setting detail instead of a plot event.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 5 Module 3 . a class or student copy of “The Golden Goose” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to retell how Dumpling gets the golden goose in three events.

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 first event in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how the story begins.

Read the first lines of **The Golden Goose**. Notice the very first event. Circle the words that tell who the youngest son is.

"There was a man who had three sons, the youngest of whom was called Dummling"

I CAN | I can notice what happens at the beginning of a story.



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Grade 3 · Cluster 5 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first event in a story."

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

"A story starts by telling us about the characters. Listen for what everyone thinks of Dummling."

▶ Read the line twice. Students circle the youngest of whom was called Dummling on the NOTICE row.

ANSWER KEY: The man has three sons, and the youngest is called Dummling.

CHECK FOR UNDERSTANDING

Ask a student to tell how the family treats Dummling.

COMMON MISCONCEPTION

Students may name the golden goose. The question asks what happens first.

POSSIBLE STUDENT QUESTION

Is Dummling the favorite son? No. Everyone despises him, but he is the one who gets the goose.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the eldest son takes into the forest.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that happens next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what happens next.

Which event happens **right after** Dummling shares his cake with the little grey man? Pick the event that comes next.

"it was a fine sweet cake, and the sour beer had become good wine"

- A** The eldest brother refuses to share and hurts his arm. • **B** The cake turns into fine sweet cake and the beer into good wine. • **C** The three girls get stuck to the golden goose.

I CAN | I can put events in order and choose the one that comes next.



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Grade 3 · Cluster 5 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the event that happens next."

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

"All three events happen in the story. Only one comes right after Dummling shares his cake."

▶ Students choose privately, then put all three events in order with a partner.

ANSWER KEY: B. The cake turns into fine sweet cake and the beer into good wine.

CHECK FOR UNDERSTANDING

Ask a student to name the event that comes after the cake becomes sweet.

COMMON MISCONCEPTION

Students may pick C because the stuck girls are funny. Funny is not the same as next.

POSSIBLE STUDENT QUESTION

How do I know which event is next? I find each one in the story and check the order.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes next. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the little grey man promises after the meal.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show what makes her laugh.

Which sentence from the story best supports the idea that the golden goose makes the princess laugh?

"as soon as she saw the seven people running on and on, one behind the other, she began to laugh quite loudly"

I CAN | I can point to the exact sentence that proves the goose makes her laugh.



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Grade 3 · Cluster 5 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"The princess laughs because of what she sees. Hunt for the line that shows it."

▶ Students underline the seven people running on and on.

ANSWER KEY: She began to laugh quite loudly when she saw the seven people running on and on.

CHECK FOR UNDERSTANDING

Ask a student to tell what the princess sees that makes her laugh.

COMMON MISCONCEPTION

Students may choose a line about the king's decree. The question asks for the line that shows her laughing.

POSSIBLE STUDENT QUESTION

Why does the princess laugh? Because she sees the seven people stuck behind Dummiling and the goose.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what the king promises to the one who makes her laugh.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order of the middle.

Write three events from the middle of the story in order. Use first, next, and last.

"The next morning Dummling took the goose under his arm and set out"

I CAN | I can retell three events in order using signal words.



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Grade 3 · Cluster 5 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow who gets stuck."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First the girls stick fast, next the parson and sexton stick fast, last Dummling sets out with seven behind him.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with the middle part.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the middle events in order independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which stuck person comes last and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend paragraph 8.

How does the event in paragraph 8 lead to the princess laughing?

"Since you have a good heart, and are willing to divide what you have, I will give you good luck."

I CAN | I can defend how paragraph 8 connects to the end of the story.



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Grade 3 · Cluster 5 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One event causes the next. Sharing the cake starts the whole chain."

▶ Students write the connection and the word because on the DEFEND row.

ANSWER KEY: Dummling's kindness earns the goose, and the goose brings the people who make the princess laugh. The trap is Setting detail, not the plot.

CHECK FOR UNDERSTANDING

Ask a student to prove the chain by finding both events in the story.

COMMON MISCONCEPTION

Students may name the forest as the reason. The forest is a setting detail, not the plot.

POSSIBLE STUDENT QUESTION

Why is paragraph 8 so important? Because the little man's promise leads Dummling to the goose.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how paragraph 8 connects to the end. Keep the demand at this level.

RAISE THE THINKING

Ask what the little grey man gives Dummling at the very end and why.

Follow the plot on your own.

Go back to the story. Write what Dummling finds at the roots of the old tree. Copy the sentence that proves it.

Go back to the story.
Write what Dummling finds at the roots of the old tree.
Copy the sentence that proves it.

I CAN | I can find what Dummling finds and prove it with a sentence from the story.

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Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

“Find the old tree in the story first. Then read the sentence that tells what is in the roots.”

▶ 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 story begins with a man who has three sons, and everyone despises the youngest, Dummling. That is how the plot starts.

CHOOSE B. The cake turns into fine sweet cake and the beer into good wine. A is Out of order: the eldest brother's accident happens before Dummling goes to the forest. C is Out of order: the girls get stuck to the goose much later.

SHOW This line shows that as soon as she saw the seven people running on and on, one behind the other, she began to laugh quite loudly, so the line of stuck people makes the princess laugh.

OWN Answers vary. Example: First, the three girls try to pull golden feathers and stick fast. Next, the parson and the sexton stick fast too. Last, Dummling took the goose under his arm and set out, with seven people running behind.

DEFEND Paragraph 8 matters: Dummling shares his cake, so the little man says I will give you good luck, and the golden goose makes the princess laugh. A student who points to the forest trees is naming a Setting detail, not the plot.

YOUR TURN Answers vary. Example: He finds a goose with golden feathers. Proof: there was a goose sitting in the roots with feathers of pure gold.

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Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“Since you have a good heart, and are willing to divide what you have, I will give you good luck. ... There stands an old tree, cut it down, and you will find something at the roots. ... when it fell there was a goose sitting in the roots with feathers of pure gold”

Why is paragraph 8 important to the plot?

A It tells where the old tree stood and what the forest around it looked like.

B It is where Dummling's kindness earns him the golden goose.

C It tells how the parson got stuck to the three girls in the fields.

D It tells how Dummling built the sailing ship with his own hands.



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Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the tree and forest are easy to picture, without checking that it is a setting detail, not the plot.

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.

PLOT

The answer is B.

It tells where the old tree stood and what the forest around it looked like.

- A** Topic Trap: Setting detail, not the plot. Where the tree stood is a detail; what matters is the goose inside the roots.

It is where Dummling's kindness earns him the golden goose. Correct.

- B** Correct. Because Dummling shares his food, the little man promises good luck, so he finds the golden goose that drives the story.

It tells how the parson got stuck to the three girls in the fields.

- C** Another Place: Wrong part of the story. The parson sticks fast in paragraph 14, not in paragraph 8.

It tells how Dummling built the sailing ship with his own hands.

- D** Stretched or Unsupported: Not in the text. The little grey man gives the ship; the story never says Dummling builds it.



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Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

After a problem is solved, a character can understand something new.

I can tell the real change in a character apart from an idea the text never says.

The test gives me a change not in the text as a trap, so I check what the ending really shows.

THIS WEEK'S FOCUS

Plot

from “The Mystery of the Traveling Shell”

This week we learn **how the main character is different** after the problem is solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Mystery of the Traveling Shell**. STAAR asks: **How is the main character different after the problem is solved?** Trap this week: **Not in the text**, a change the story never actually says.

This deck teaches **seeing how the resolution changes the character** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 3 • Cluster 5 • Plot

TEKS 3.8(C) • Plot • Week 24 of 36 • Cluster 5 • 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 are learning how a character is different after the problem in a story is solved.”

▶ 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 about character change, and we will learn to spot changes the story never actually says.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 5 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 how a character changed by the end of a favorite story.

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 how a character first thinks about a problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice how Emsy first saw the shell.

Read the beginning of the story again. Notice how Emsy first thought about the shell. Circle the words that show she thought it was simply in the wrong place.

"When she had first seen it, she thought it was simply a pretty object in the wrong place."

I CAN | I can tell what a character believes before the problem is solved.



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Grade 3 · Cluster 5 · Plot · Monday

TEKS 3.8(C) · Plot · 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 how a character first thinks about a problem."

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

"Before a problem is solved, a character often sees things in a simple way."

▶ Read the line twice. Students circle pretty object in the wrong place on the NOTICE row.

ANSWER KEY: Emsy first thinks the shell is just a pretty object in the wrong place.

CHECK FOR UNDERSTANDING

Ask a student how Emsy first describes the shell.

COMMON MISCONCEPTION

Students may already describe the ending instead of the beginning. Stay with what Emsy thinks at first.

POSSIBLE STUDENT QUESTION

Does Emsy's first idea turn out to be the whole story? No, she learns much more by the end.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a character's belief before the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy does once she decides the shell seems strange.

TODAY'S THINKING JOB

CHOOSE

"I can choose the true change in a character after the problem is solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how Emsy changes.

STAAR asks: How is the main character different after the problem is solved? Pick the true change in Emsy by the end of the story.

"Emsy closed her notebook and looked once more at the quiet shell behind the glass."

A Emsy decides she never wants to visit a museum again. • **B** Emsy becomes afraid of old objects in museums. • **C** Emsy now understands that even a small object can reveal a big story.

I CAN | I can tell a real change apart from an idea the text never gives.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the true change in a character after the problem is solved."

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

"Only one answer uses the change the story actually describes."

▶ Students choose privately, then point to the sentence that supports the true change.

ANSWER KEY: C. Emsy now understands that even a small object can reveal a big story.

CHECK FOR UNDERSTANDING

Ask a student to name the sentence that proves Emsy's new understanding.

COMMON MISCONCEPTION

Students may guess a change that sounds dramatic but is not in the story. Stick with what the ending actually says.

POSSIBLE STUDENT QUESTION

Can a change sound believable but still be wrong? Yes, if the story never actually says it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the change the text actually supports. Keep the demand at this level.

RAISE THE THINKING

Ask a student why fear is never mentioned in the story.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a character's new understanding."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show how Emsy changes.

STAAR asks: Which sentence from the story best supports the idea that Emsy understands something new by the end?

"Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence."

I CAN | I can point to the exact sentence that supports how a character changes.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves a character's new understanding."

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

"Look for the sentence that shows a character seeing something in a brand new way."

▶ Students underline were clues on the SHOW row.

ANSWER KEY: Artifacts, maps, and rivers were all clues to Emsy by the end.

CHECK FOR UNDERSTANDING

Ask a student to name one thing Emsy now sees as a clue.

COMMON MISCONCEPTION

Students may pick a sentence from the beginning instead. The beginning shows what Emsy thought before, not after.

POSSIBLE STUDENT QUESTION

Why does seeing things as clues matter? It shows Emsy's understanding has grown since the beginning.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a character's new understanding. Keep the demand at this level.

RAISE THE THINKING

Ask what Emsy realizes could become evidence besides objects.

TODAY'S THINKING JOB

OWN

"I can retell how a character changes after a problem is solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the change in the character.

Write two sentences that explain how Emsy is different at the end of the story compared to the beginning.

"And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago."

I CAN | I can explain a character's change using evidence from the ending.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell how a character changes after a problem is solved."

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

"Say what the character believed at first, then what they understand by the end."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: at first a pretty object; by the end, proof of a big story about trade.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence about Emsy's new understanding.

COMMON MISCONCEPTION

Students may only describe the beginning and skip the change. Explain both the before and the after.

POSSIBLE STUDENT QUESTION

Does Emsy's understanding change only about the shell? No, it changes about objects and evidence in general.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a character's change using the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student what else at a museum might now seem like a clue to Emsy.

TODAY'S THINKING JOB

DEFEND

"I can explain why an idea not in the text cannot describe a character's change."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the true change.

A student wrote that Emsy becomes afraid of museums by the end of the story. How is that connected to what the ending really shows about her? Explain the true change.

"She drew a box around her final claim."

I CAN | I can defend the true change in a character using the resolution.



The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain why an idea not in the text cannot describe a character's change."

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

"A character's true change must come from what the ending actually says."

▶ Students write the real change and the word because on the DEFEND row.

ANSWER KEY: The real change is that Emsy now understands small objects can reveal big stories.

CHECK FOR UNDERSTANDING

Ask a student to prove the real change using the last paragraph of the story.

COMMON MISCONCEPTION

Students may accept a dramatic idea like fear. Dramatic does not mean it is in the text.

POSSIBLE STUDENT QUESTION

Why can't a change be true just because it sounds interesting? Because the resolution must use evidence from the story's ending.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why an idea not in the text cannot describe the character's change. Keep the demand at this level.

RAISE THE THINKING

Ask what would be different if Emsy never found her final claim.

Explain the change on your own.

Go back to the story. Write how Emsy is different at the end. Copy the sentence that proves it.

Go back to the story.
Write how Emsy is different at the end.
Copy the sentence that proves it.

I CAN | I can find the change in a character and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Plot



TEKS 3.8(C) · Plot · 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.

"Think about what Emsy understands by the last paragraph. That understanding is the change."

▶ 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 At first, Emsy thinks the shell is just a pretty object that is in the wrong place. That is how she sees it before solving the mystery.

CHOOSE C. Emsy now understands that even a small object can reveal a big story. A is Not in the text: the story never says Emsy avoids museums. B is Not in the text: Emsy is never described as afraid.

SHOW Artifacts were clues. Maps were clues. Rivers were clues. This sentence proves Emsy now sees many ordinary things as evidence, which she did not see that way before.

OWN Answers vary. Example: At first, Emsy thought the shell was just out of place. By the end, she realizes a small object can reveal an enormous story about the past.

DEFEND Fear is never mentioned, so it is not connected to the ending at all. After she drew a box around her final claim, the story shows her new understanding that a small object can reveal a big story. The student names Not in the text.

YOUR TURN Answers vary. Example: Emsy now understands a small object can reveal a big story. Proof: Now she understood something different.



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.

“When she had first seen it, she thought it was simply a pretty object in the wrong place. ... Now she understood something different. ... Artifacts were clues. Maps were clues. Rivers were clues.”

How is the main character different after the problem is solved?

- A** Emsy decides she never wants to study history again.
- B** Emsy becomes afraid of museums after this visit.
- C** Emsy forgets about the shell soon after leaving the museum.
- D** Emsy now understands that a small object can reveal a big story.



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Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking a dramatic-sounding change, like fear, that the story never actually describes.

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.

PLOT

The answer is D.

- A Emsy decides she never wants to study history again.**
Stretched or Unsupported: Not in the text. The story never says Emsy stops studying history.
- B Emsy becomes afraid of museums after this visit.**
Stretched or Unsupported: Not in the text. Fear is never mentioned in the story.
- C Emsy forgets about the shell soon after leaving the museum.**
Stretched or Unsupported: Not in the text. Emsy remembers and understands the shell by the end.
- D Emsy now understands that a small object can reveal a big story. Correct.**
Correct. This is the new understanding Emsy gains by the end of the story.



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Grade 3 · Cluster 5 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The turning point is the event that changes the direction of the plot.

I can tell the true turning point apart from an event from the wrong part of the story.

The test gives me an event from the wrong part as a trap, so I check which event truly turns the story.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn to find the **turning point** of a story. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **Crash**. STAAR asks: **Which event is the turning point of the story?** Trap this week: **Wrong part of the story**, an event that really happens, but is not the one that turns the plot.

This deck teaches **finding the turning point of a story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot

TEKS 3.8(C) • Plot • 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 are learning to find the turning point of a 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.

“Each day we will practice a real STAAR question about turning points, and we will learn to spot events from the wrong part of the story.”

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

PREP & MATERIALS: the Plot 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 find the turning point of a favorite movie.

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 how a character feels right before a turning point."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the moment before the turn.

Read the paragraph right before Amina speaks up. Notice how worried she feels. Circle the words that show her fear.

"Amina's heart started to race. Everyone turned to look at the broken jar."

I CAN | I can tell how a character feels right before the plot turns.



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Grade 3 · Cluster 6 · Plot · Monday

TEKS 3.8(C) · Plot · 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 how a character feels right before a turning point."

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

"A turning point often comes right after a character feels worried or unsure."

▶ Read the line twice. Students circle heart started to race on the NOTICE row.

ANSWER KEY: Amina's heart races right before the turning point.

CHECK FOR UNDERSTANDING

Ask a student how Amina feels right after the jar breaks.

COMMON MISCONCEPTION

Students may say the racing heart is the turning point itself. It is the feeling right before the turn, not the turn.

POSSIBLE STUDENT QUESTION

Does feeling worried change the story by itself? No, Amina's choice right after is what changes the story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a feeling right before a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what question Mrs. Ramirez asks the class.

TODAY'S THINKING JOB

CHOOSE

"I can choose the turning point of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the turning point.

STAAR asks: Which event is the turning point of the story? Pick the event that truly changes the direction of the plot.

"Amina took a deep breath and raised her hand."

A The jar falls to the floor and breaks. • **B** Amina takes a deep breath and raises her hand. • **C** Diego and Mei help pick up the papers.

I CAN | I can tell the turning point apart from an event from the wrong part.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 turning point of a story."

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

"A turning point is the moment a character's choice changes what happens next."

▶ Students choose privately, then explain why the other two are from a different part.

ANSWER KEY: B. Amina takes a deep breath and raises her hand.

CHECK FOR UNDERSTANDING

Ask a student to explain why the jar breaking is not the turning point.

COMMON MISCONCEPTION

Students may pick the jar breaking because it starts the trouble. Starting the trouble is not the same as turning the story.

POSSIBLE STUDENT QUESTION

Can the beginning of a problem also be the turning point? No, the turning point is the choice that changes the direction.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that turns the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student what might have happened if Amina stayed quiet instead.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point of the story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the turning point.

STAAR asks: Which sentence from the story best supports the idea that Amina's choice changes the story?

"'I'm sorry, Mrs. Ramirez,' she said."

I CAN | I can point to the exact sentence that supports the turning point.



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Grade 3 · Cluster 6 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves the turning point of the story."

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

"Look for the exact sentence where a character's choice is spoken aloud."

▶ Students underline I'm sorry on the SHOW row.

ANSWER KEY: I'm sorry, Mrs. Ramirez, Amina says, right at the turning point.

CHECK FOR UNDERSTANDING

Ask a student what Amina admits right after she apologizes.

COMMON MISCONCEPTION

Students may pick a sentence about the broken jar instead. The jar breaking happens before the turning point.

POSSIBLE STUDENT QUESTION

Why does this sentence prove a turn? It is the moment Amina's choice changes what happens next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what Mrs. Ramirez says right after Amina confesses.

TODAY'S THINKING JOB

OWN

"I can retell what happens before and after a turning point."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the turning point.

Write two sentences that explain what happens right before and right after the turning point.

"Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."

I CAN | I can explain the turning point using what happens right before and after it.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell what happens before and after a turning point."

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

"Say what happens right before the turn, then right after it."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: before, Amina worries; after, Mrs. Ramirez thanks her for honesty.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence about what happens after the turning point.

COMMON MISCONCEPTION

Students may only describe the jar breaking. Describe the choice that comes after it instead.

POSSIBLE STUDENT QUESTION

Does the turning point always feel scary? Not always, but for Amina it does at first.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling events before and after a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the classmates react after Amina's turning point.

TODAY'S THINKING JOB

DEFEND

"I can explain why the true turning point is different from an earlier event."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the real turning point.

A student wrote that the jar breaking is the turning point of the story. How is that connected to what happens right after Amina's choice? Explain the real turning point.

"Diego and Mei helped pick up the papers while Jamal brought a broom."

I CAN | I can defend the real turning point using what happens after it.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot • Friday

TEKS 3.8(C) • Plot • 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 explain why the true turning point is different from an earlier event."

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

"A turning point is proven by what changes right after it."

▶ Students write the real turning point and the word because on the DEFEND row.

ANSWER KEY: The real turning point is Amina's choice to confess, which leads straight to the cleanup.

CHECK FOR UNDERSTANDING

Ask a student to prove the cleanup happens after Amina's choice, not before.

COMMON MISCONCEPTION

Students may agree with the trap because the jar really breaks. A real event can still be from the wrong part.

POSSIBLE STUDENT QUESTION

Why can't the jar breaking be the turning point? Because nothing changes direction until Amina chooses to speak up.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why the true turning point comes after an earlier event. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if Amina never told the truth.

Find the turn on your own.

Go back to the story. Write the event that is the turning point. Copy the sentence that proves it.

Go back to the story.
Write the event that is the turning point.
Copy the sentence that proves it.

I CAN | I can find the turning point and prove it with a sentence from the story.

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Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

“Think about the choice Amina makes. That choice is the turning point.”

▶ 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's heart races after the jar breaks. That worried feeling comes right before the turning point of the story.

CHOOSE B. Amina takes a deep breath and raises her hand. A is Wrong part of the story: the jar breaking starts the problem, but it is not the turning point. C is Wrong part of the story: the cleanup happens after the turn, not during it.

SHOW I'm sorry, Mrs. Ramirez, she said. I bumped the table and knocked it over. This sentence proves Amina's choice to tell the truth is the turning point of the story.

OWN Answers vary. Example: Before the turning point, Amina feels worried and thinks about staying quiet. After the turning point, Mrs. Ramirez thanks her for telling the truth.

DEFEND The jar breaking only starts the problem, not the turn. Diego and Mei helped pick up the papers only after Amina confesses, showing her choice is the real turning point. The student names Wrong part of the story.

YOUR TURN Answers vary. Example: Amina decides to tell the truth. Proof: Amina took a deep breath and raised her hand.

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Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“Amina’s heart started to race. ... Amina took a deep breath and raised her hand. ... Diego and Mei helped pick up the papers while Jamal brought a broom.”

Which event is the turning point of the story?

A Mrs. Ramirez asks the class what happened.

B Diego and Mei help pick up the papers.

C Amina takes a deep breath and raises her hand.

D The glass jar falls to the floor and breaks.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a true event from before or after the turning point instead of the turn itself.

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.

PLOT

The answer is C.

- A Mrs. Ramirez asks the class what happened.**
Another Place: Wrong part of the story. This happens before the turning point, not at it.
- B Diego and Mei help pick up the papers.**
Another Place: Wrong part of the story. The cleanup happens after the turning point, not at it.
- C Amina takes a deep breath and raises her hand. Correct.**
Correct. This is the choice that changes the direction of the story.
- D The glass jar falls to the floor and breaks.**
Another Place: Wrong part of the story. This starts the problem, but it is not the turning point.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A conflict is the problem the characters in a story must work through.

I can tell which character really causes or faces part of the problem.

The test gives me the wrong character as a trap, so I check who really did what.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn about **the conflict** the characters face. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read **Crash**. STAAR asks: **What problem do the characters face?** Trap this week: **Wrong character**, a real event, but done by a different character than the choice says.

This deck teaches **finding the problem the characters face together** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot

TEKS 3.8(C) • Plot • 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 are learning about the problem the characters in a story must face together.”

▶ 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 about conflict, and we will learn to spot when the wrong character is blamed.”

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

PREP & MATERIALS: the Plot 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 name a problem characters faced together in a favorite story.

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 which character causes an event."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice who bumps the table.

Read the moment the jar falls. Notice exactly which character's elbow bumps the table. Circle that character's name.

"While reaching for a green marker, Amina's elbow bumped the table."

I CAN | I can tell exactly which character causes a key event.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Monday

TEKS 3.8(C) · Plot · 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 which character causes an event."

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

"When a story names a character, check carefully who really does the action."

▶ Read the line twice. Students circle Amina's elbow on the NOTICE row.

ANSWER KEY: Amina's elbow bumps the table, causing the jar to fall.

CHECK FOR UNDERSTANDING

Ask a student to name which character bumps the table.

COMMON MISCONCEPTION

Students may think another classmate caused the bump. The text clearly names Amina.

POSSIBLE STUDENT QUESTION

Could the bump have been an accident? Yes, but it is still Amina who causes it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing exactly which character causes an event. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina is reaching for when her elbow bumps the table.

TODAY'S THINKING JOB

CHOOSE

"I can choose the true problem the characters face."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the problem the characters face.

STAAR asks: What problem do the characters face? Pick the true problem the whole class must work through together.

"Soil had spilled across the floor, and the small plant lay beside the pieces of glass."

- A** Diego must decide whether to tell Mrs. Ramirez the truth. • **B** Jamal must find a new plant for the science project. • **C** The class must deal with the broken jar honestly.

I CAN | I can tell the real problem apart from one blamed on the wrong character.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 the true problem the characters face."

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

"Check carefully which character the problem really belongs to."

▶ Students choose privately, then explain why the other two name the wrong character.

ANSWER KEY: C. The class must deal with the broken jar honestly.

CHECK FOR UNDERSTANDING

Ask a student which character must decide whether to tell the truth.

COMMON MISCONCEPTION

Students may blame the problem on a character who did not cause it. Check who the story really names.

POSSIBLE STUDENT QUESTION

Does more than one character feel the problem? Yes, but the choice to confess belongs to Amina.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true problem and the right character. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Diego and Mei react once Amina tells the truth.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves which character faces the choice."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show whose problem it is.

STAAR asks: Which sentence from the story best supports the idea that Amina is the one who must decide what to do?

"For a moment, Amina wondered if she should stay quiet."

I CAN | I can point to the exact sentence that supports who truly faces the conflict.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves which character faces the choice."

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

"Look for the exact sentence that names the character facing the choice."

▶ Students underline Amina wondered on the SHOW row.

ANSWER KEY: Amina wonders if she should stay quiet, showing it is her choice to make.

CHECK FOR UNDERSTANDING

Ask a student to name the character who wonders whether to stay quiet.

COMMON MISCONCEPTION

Students may pick a sentence about Diego or Mei instead. The wondering sentence names Amina.

POSSIBLE STUDENT QUESTION

Why does it matter whose choice this is? Because the conflict is really about what Amina decides to do.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves which character faces the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina decides to do after she wonders about staying quiet.

TODAY'S THINKING JOB

OWN

"I can retell a problem and name the character who faces it."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the problem and the character.

Write two sentences that explain the problem the class faces and which character must make the hardest choice.

"Diego and Mei helped pick up the papers while Jamal brought a broom."

I CAN | I can explain the conflict and correctly name the character involved.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell a problem and name the character who faces it."

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

"Name the problem first, then name the exact character who faces the hardest choice."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: the problem is the broken jar; Amina must decide whether to confess.

CHECK FOR UNDERSTANDING

Ask a student to name the character they wrote about.

COMMON MISCONCEPTION

Students may name a classmate instead of Amina. Check the story for who really faces the choice.

POSSIBLE STUDENT QUESTION

Do Diego, Mei, and Jamal also face a small part of the problem? Yes, but Amina faces the hardest choice.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a conflict and naming the right character. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the problem would be different if Diego had bumped the table.

TODAY'S THINKING JOB

DEFEND

"I can explain why a choice belongs to one character and not another."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the right character.

A student wrote that Diego is the character who must decide whether to confess. How is that connected to who really bumps the table in the story? Explain who truly faces the choice.

"She knew the plant had been part of the class project, and she did not want anyone to be upset with her."

I CAN | I can defend the correct character using evidence from the story.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain why a choice belongs to one character and not another."

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

"A choice belongs to the character who caused the problem, not a classmate nearby."

▶ Students write the correct character and the word because on the DEFEND row.

ANSWER KEY: The real choice belongs to Amina, because her elbow is the one that bumps the table.

CHECK FOR UNDERSTANDING

Ask a student to prove it is Amina's elbow, not Diego's, that bumps the table.

COMMON MISCONCEPTION

Students may think any classmate near the table could be blamed. Only the text's exact words tell us who really did it.

POSSIBLE STUDENT QUESTION

Why does naming the right character matter? Because the test checks exactly who the story says did something.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why a choice belongs to the correct character. Keep the demand at this level.

RAISE THE THINKING

Ask what Diego says once Amina admits what happened.

Name the problem and character on your own.

Go back to the story. Write the problem the characters face and name the character who must decide what to do. Copy the sentence that proves it.

Go back to the story.
Write the problem the characters face.
Name the character who decides.
Copy the sentence that proves it.

I CAN | I can name the conflict and the right character and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

"Think about whose elbow really bumps the table. That tells you who faces the choice."

▶ 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's elbow bumps the table, not Diego, Mei, or Jamal. Amina is the character who causes the jar to fall.

CHOOSE C. The class must deal with the broken jar honestly. A is Wrong character: it is Amina, not Diego, who must decide to tell the truth. B is Wrong character: Jamal never has to find a new plant.

SHOW For a moment, Amina wondered if she should stay quiet. This sentence proves the choice belongs to Amina, not to Diego, Mei, or Jamal.

OWN Answers vary. Example: The class faces a broken jar and a damaged plant. Amina is the character who must decide whether to admit she caused it.

DEFEND Diego never bumps the table, so the choice is not his. Amina knew the plant had been part of the class project and did not want anyone upset with her, so she is the one who must confess. The student names Wrong character.

YOUR TURN Answers vary. Example: The problem is the broken jar; Amina must decide to confess. Proof: For a moment, Amina wondered if she should stay quiet.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · Week 26 of 36 · Cluster 6 · 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.

“While reaching for a green marker, Amina’s elbow bumped the table. ... Soil had spilled across the floor, and the small plant lay beside the pieces of glass. ... For a moment, Amina wondered if she should stay quiet.”

What problem do the characters face?

- A** Mei must decide whether to tell Mrs. Ramirez the truth.
- B** Jamal must replace the broken glass jar before class ends.
- C** Diego must clean the kennels before the end of the day.
- D** The class must deal with a broken jar and decide whether to be honest about it.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Blaming the problem on a classmate the story never actually names as the one who caused 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.

PLOT

The answer is D.

- A Mei must decide whether to tell Mrs. Ramirez the truth.**
Another Place: Wrong character. It is Amina, not Mei, who must decide to tell the truth.
- B Jamal must replace the broken glass jar before class ends.**
Another Place: Wrong character. Jamal brings a broom, but he never replaces the jar.
- C Diego must clean the kennels before the end of the day.**
Stretched or Unsupported: Not in the text. There are no kennels in this story at all.
- D The class must deal with a broken jar and decide whether to be honest about it. Correct.**
Correct. This is the shared problem the characters face, centered on Amina's choice to be honest.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

One event often leads to the resolution that solves the problem.

I can tell the true cause apart from a cause and effect that are switched.

The test gives me a switched cause and effect as a trap, so I check which event truly comes first.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn **what leads to the resolution**. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read **The Good Citizen**. STAAR asks: **What leads to the problem being solved?** Trap this week: **Cause and effect switched**, an answer that reverses which event caused which.

This deck teaches **finding what leads to the resolution** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot

TEKS 3.8(C) • Plot • 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 are learning what leads to the resolution in a 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.

“Each day we will practice a real STAAR question about causes, and we will learn to spot a switched cause and effect.”

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

PREP & MATERIALS: the Plot 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 what led to the resolution in a favorite story.

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 moment a character suddenly remembers something important."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the sudden thought.

Read the moment Elena is at the park. Notice the sudden thought that rushes into her mind. Circle the words that show she suddenly worries.

"As Elena sat on a park bench drinking water, a sudden thought rushed into her mind."

I CAN | I can tell when a sudden memory starts leading toward a resolution.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the moment a character suddenly remembers something important."

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

"A resolution often begins with a character suddenly remembering something they forgot."

▶ Read the line twice. Students circle a sudden thought rushed on the NOTICE row.

ANSWER KEY: A sudden thought about Rusty rushes into Elena's mind at the park.

CHECK FOR UNDERSTANDING

Ask a student where Elena is when the sudden thought rushes into her mind.

COMMON MISCONCEPTION

Students may think Elena already knows she forgot before the park. The sudden thought happens while she is at the park, not before.

POSSIBLE STUDENT QUESTION

Does Elena know right away what the thought means? No, she has to think about it before she understands.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the memory that leads toward a resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena remembers cleaning before she thinks of the food bowl.

TODAY'S THINKING JOB

CHOOSE

"I can choose what truly leads to the problem being solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose what leads to the resolution.

STAAR asks: What leads to the problem being solved? Pick the true cause that leads Elena to fix the problem.

"She pedaled away as quickly as she could."

- A** Elena remembers Rusty, so she rides back to the shelter. • **B** Elena feeds Rusty, so she suddenly remembers she forgot him. • **C** Elena's friends remind her about Rusty, so she rides back.

I CAN | I can tell the true cause apart from a cause and effect that are switched.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 what truly leads to the problem being solved."

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

"Check carefully which event happens first and which one happens because of it."

▶ Students choose privately, then explain which event truly happens first.

ANSWER KEY: A. Elena remembers Rusty, so she rides back to the shelter.

CHECK FOR UNDERSTANDING

Ask a student which happens first, remembering or feeding Rusty.

COMMON MISCONCEPTION

Students may reverse the order and think feeding comes before remembering. The memory always comes first.

POSSIBLE STUDENT QUESTION

Can the effect ever come before the cause? No, the cause always happens first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true cause that leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student why Elena's friends are confused when she suddenly leaves.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves what leads to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show what leads to the resolution.

STAAR asks: Which sentence from the story best supports the idea that Elena's memory leads her to fix the problem?

"Without saying much to her friends, Elena grabbed her bike."

I CAN | I can point to the exact sentence that supports the cause of the resolution.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves what leads to the resolution."

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

"Look for the exact sentence that shows a character acting on a sudden memory."

▶ Students underline *grabbed her bike* on the SHOW row.

ANSWER KEY: Elena grabs her bike right after she remembers Rusty's food bowl.

CHECK FOR UNDERSTANDING

Ask a student what Elena does right after she grabs her bike.

COMMON MISCONCEPTION

Students may pick a sentence about feeding Rusty instead. That sentence is the effect, not the cause.

POSSIBLE STUDENT QUESTION

Why does grabbing her bike matter? It shows the memory is already causing her to act.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the cause of the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena thinks about during her ride back to the shelter.

TODAY'S THINKING JOB

OWN

"I can retell a cause and the resolution it leads to."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the cause and the resolution.

Write two sentences that explain what leads to the resolution and the resolution itself.

"As she raced down the sidewalk, Elena thought about Rusty."

I CAN | I can explain how one event causes the resolution that follows.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell a cause and the resolution it leads to."

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

"Say the cause first, then the resolution it leads to."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: remembering causes her to ride back; riding back leads to feeding Rusty.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence about the cause they wrote.

COMMON MISCONCEPTION

Students may only describe the resolution and skip the cause. Name both the cause and the resolution.

POSSIBLE STUDENT QUESTION

Could Elena have solved the problem without remembering first? No, the memory has to come first.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining how a cause leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the story would be different if Elena never remembered.

TODAY'S THINKING JOB

DEFEND

"I can explain why a cause and effect cannot be switched."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the true cause.

A student wrote that feeding Rusty causes Elena to remember she forgot him. How is that connected to the real order of events? Explain what truly leads to the resolution.

"The ride back felt much longer than usual."

I CAN | I can defend the true cause of the resolution using the real order of events.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain why a cause and effect cannot be switched."

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

"The true cause always happens before the effect it leads to."

▶ Students write the real cause and the word because on the DEFEND row.

ANSWER KEY: The real cause is Elena's memory, which leads to her long ride back and the feeding.

CHECK FOR UNDERSTANDING

Ask a student to prove the memory happens before the ride back.

COMMON MISCONCEPTION

Students may think the order does not matter since both events are true. The order matters because one causes the other.

POSSIBLE STUDENT QUESTION

Why can't the effect happen before the cause? Because something has to happen first to make the next event occur.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why cause and effect cannot be switched. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena feels during the long ride back to the shelter.

Find the cause on your own.

Go back to the story. Write what leads to the problem being solved. Copy the sentence that proves it.

Go back to the story.
Write what leads to the problem being solved.
Copy the sentence that proves it.

I CAN | I can find the cause of the resolution and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

"Think about which happens first, remembering or feeding Rusty. That tells you the true cause."

▶ 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 A sudden thought rushes into Elena's mind while she sits at the park. That worried thought is what leads her back to the shelter.

CHOOSE A. Elena remembers Rusty, so she rides back to the shelter. B is Cause and effect switched: the memory comes before the feeding, not after. C is Not in the text: her friends never remind her about Rusty.

SHOW Without saying much to her friends, Elena grabbed her bike. This sentence proves her memory about Rusty leads her to act and solve the problem.

OWN Answers vary. Example: Elena remembers she forgot to feed Rusty, so she pedals back to the shelter. Because she returns, she is able to fill his food bowl and solve the problem.

DEFEND Feeding Rusty cannot cause the memory; the memory happens first. The ride back felt much longer than usual only because Elena was already worried, showing the memory is the true cause. The student names Cause and effect switched.

YOUR TURN Answers vary. Example: Elena remembers she forgot to feed Rusty. Proof: A sudden thought rushed into her mind.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“As Elena sat on a park bench drinking water, a sudden thought rushed into her mind. ... Without saying much to her friends, Elena grabbed her bike. ... The ride back felt much longer than usual.”

What leads to the problem being solved?

- A** Rusty barks loudly until Elena remembers him.
- B** Elena remembers she forgot to feed Rusty, so she rides back to the shelter.
- C** The shelter manager calls Elena at the park.
- D** Elena feeds Rusty, so she suddenly remembers she forgot him.



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Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Reversing the order and saying the effect happens before the cause that leads to 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.

PLOT

The answer is B.

- A Rusty barks loudly until Elena remembers him.**
Stretched or Unsupported: Not in the text. Rusty's barking is never what reminds Elena.
- B Elena remembers she forgot to feed Rusty, so she rides back to the shelter. Correct.**
Correct. Her sudden memory is the true cause that leads her to fix the problem.
- C The shelter manager calls Elena at the park.**
Stretched or Unsupported: Not in the text. No phone call happens in the story.
- D Elena feeds Rusty, so she suddenly remembers she forgot him.**
Reversed Meaning: Cause and effect switched. The memory happens before the feeding, not after.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

One event in a plot matters more than the others because it changes everything.

I can tell the most important event apart from a small detail that does not drive the plot.

The test gives me a small detail as a trap, so I check which event truly changes the story.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we defend **the most important event** in a plot. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read **The Good Citizen**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, something that really happens, but does not drive the plot.

This deck teaches **defending the most important event** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot

TEKS 3.8(C) • Plot • 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 are learning to defend the most important event in a story's plot.”

▶ 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 about important events, and we will learn to spot small details that do not drive the plot.”

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

PREP & MATERIALS: the Plot 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 name the most important event in a favorite story.

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 small detail that does not drive the plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice a small detail.

Read about Elena's Saturday routine. Notice a small detail about her chores that does not change the whole story. Circle the words that describe it.

"She always checked the water bowls first."

I CAN | I can tell a small routine detail apart from an important plot event.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Monday

TEKS 3.8(C) · Plot · 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 small detail that does not drive the plot."

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

"A story has many small details, but only one or two events really change what happens."

▶ Read the line twice. Students circle checked the water bowls on the NOTICE row.

ANSWER KEY: Checking the water bowls is a small, everyday detail.

CHECK FOR UNDERSTANDING

Ask a student to name another small routine detail from the story.

COMMON MISCONCEPTION

Students may think every detail about Elena's routine is equally important. Only one event truly changes the plot.

POSSIBLE STUDENT QUESTION

Does a small detail ever matter at all? Yes, but it does not drive the plot the way the big event does.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a small detail that does not drive the plot. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does after checking the water bowls.

TODAY'S THINKING JOB

CHOOSE

"I can choose the most important event in a plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the most important event.

STAAR asks: Which event is most important to the plot? Pick the event that truly changes what happens in the story.

"The realization hit her all at once. She had forgotten."

A Elena smiles proudly when the manager praises her. • **B** Elena realizes she forgot to feed Rusty and rushes back. • **C** Elena waves goodbye to Rusty before she leaves.

I CAN | I can tell the most important event apart from a small detail.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 most important event in a plot."

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

"Many small things happen, but only one event truly changes the whole story."

▶ Students choose privately, then explain why the other two are only small details.

ANSWER KEY: B. Elena realizes she forgot to feed Rusty and rushes back.

CHECK FOR UNDERSTANDING

Ask a student to explain why smiling at praise is not the most important event.

COMMON MISCONCEPTION

Students may pick a small true action, like waving goodbye. A small true action does not change the whole plot.

POSSIBLE STUDENT QUESTION

Can a small detail still really happen? Yes, but it does not drive the plot the way the main event does.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that truly drives the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the story would be different without this event.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves why an event is the most important."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show why the event is important.

STAAR asks: Which sentence from the story best supports the idea that Elena's realization changes everything?

"A terrible feeling rushed over her."

I CAN | I can point to the exact sentence that supports the most important event.



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 the sentence that proves why an event is the most important."

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

"Look for the sentence that shows a strong reaction right after the key event."

▶ Students underline terrible feeling on the SHOW row.

ANSWER KEY: A terrible feeling rushed over Elena right after she realizes her mistake.

CHECK FOR UNDERSTANDING

Ask a student what Elena does right after this terrible feeling.

COMMON MISCONCEPTION

Students may pick a sentence about an earlier chore instead. Chores do not cause this strong reaction.

POSSIBLE STUDENT QUESTION

Why does a strong feeling prove importance? It shows this event truly changes what the character does next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves an event's importance. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does right after this terrible feeling rushes over her.

TODAY'S THINKING JOB

OWN

"I can retell the most important event in a plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the most important event.

Write two sentences that explain the most important event and one small detail that is not as important.

"Without another word, she grabbed her bike and started pedaling toward the shelter."

I CAN | I can explain the most important event and tell it apart from a small detail.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the most important event in a plot."

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

"Name the big event first, then give an example of a small detail."

▶ Students write their two sentences on the OWN row.

ANSWER KEY: Example: the important event is Elena's realization; a small detail is checking water bowls.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence about the most important event.

COMMON MISCONCEPTION

Students may list several small details instead of naming the one big event. Choose only the event that changes the plot.

POSSIBLE STUDENT QUESTION

Can there be more than one small detail in a story? Yes, but only one event is truly the most important.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the most important event apart from small details. Keep the demand at this level.

RAISE THE THINKING

Ask a student which small detail they think matters least in the story.

TODAY'S THINKING JOB

DEFEND

"I can explain why a small detail is not the most important event."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the most important event.

A student wrote that Elena waving goodbye to Rusty is the most important event. How is that connected to what really changes the story? Explain the true most important event.

"The ride back felt much longer than usual."

I CAN | I can defend the real most important event using what changes the story.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot · Friday

TEKS 3.8(C) · Plot · 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 small detail is not the most important event."

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

"The most important event is the one that truly changes what happens next in the story."

▶ Students write the real most important event and the word because on the DEFEND row.

ANSWER KEY: The real most important event is Elena's realization, which leads to her long ride back.

CHECK FOR UNDERSTANDING

Ask a student to prove the ride back only happens because of Elena's realization.

COMMON MISCONCEPTION

Students may agree with the trap because waving goodbye really happens. A true small action is still not the most important event.

POSSIBLE STUDENT QUESTION

Why doesn't waving goodbye change the plot? Because nothing else in the story happens because of it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why a small detail is not the most important event. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if Elena never realized she forgot Rusty.

Defend the event on your own.

Go back to the story. Write the most important event in the plot. Copy the sentence that proves it.

Go back to the story.
Write the most important event in the plot.
Copy the sentence that proves it.

I CAN | I can find the most important event and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

“Think about the moment Elena realizes her mistake. That event is the most important one.”

▶ 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 Checking the water bowls first is part of her normal routine. It is a small detail, not the big event that changes the story.

CHOOSE B. Elena realizes she forgot to feed Rusty and rushes back. A is Small detail, not a plot event: smiling at praise does not change the story. C is Small detail, not a plot event: waving goodbye is just a routine action.

SHOW A terrible feeling rushed over her. This sentence shows that Elena's realization is powerful enough to change what she does next.

OWN Answers vary. Example: The most important event is Elena realizing she forgot Rusty and riding back. A small detail, like checking the water bowls first, does not change the whole story.

DEFEND Waving goodbye is a small detail that does not change anything. The ride back felt much longer than usual only because Elena's realization about Rusty already changed what she needed to do. The student names Small detail, not a plot event.

YOUR TURN Answers vary. Example: Elena realizes she forgot to feed Rusty. Proof: A terrible feeling rushed over her.

The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“She always checked the water bowls first. ... The realization hit her all at once. She had forgotten. ... A terrible feeling rushed over her.”

Which event is most important to the plot?

- A** Elena checks the water bowls first, as always.
- B** Elena waves goodbye to Rusty before she leaves.
- C** Elena realizes she forgot to feed Rusty and rushes back to fix it.
- D** Elena smiles when the shelter manager praises her.



The Writing Academy®, LLC

Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a true small detail, like waving or smiling, instead of the event that truly changes the plot.

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.

PLOT

The answer is C.

- A Elena checks the water bowls first, as always.**
Topic Trap: Small detail, not a plot event. Checking the water is part of her normal routine.
- B Elena waves goodbye to Rusty before she leaves.**
Topic Trap: Small detail, not a plot event. Waving goodbye does not change the plot.
- C Elena realizes she forgot to feed Rusty and rushes back to fix it. Correct.**
Correct. This realization is the event that truly changes what happens in the rest of the story.
- D Elena smiles when the shelter manager praises her.**
Topic Trap: Small detail, not a plot event. A smile does not drive the plot forward.



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Grade 3 · Cluster 6 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

One event can cause the next event, like a bump that breaks a jar.

The test gives me traps that switch the cause and the effect, so I check the story.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn what a **plot** is: the events of a story and how one event causes the next. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **Crash**. STAAR asks: **What happens because of a big event?** Trap this week: **Cause and effect switched**, a choice that says the effect came first or that the cause came second.

This deck teaches **following causes and effects the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot

TEKS 3.8(C) • Plot • 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 are learning about plot. A plot is all the events of a story, and one event often causes the next.”

▶ *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 about cause and effect, and we will learn to spot answers that switch the cause and the effect.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 1 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one event in Crash that causes another event.

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 first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the beginning.

Read the first lines of **Crash**. Notice the plant in the glass jar. Circle the words that tell where it sits.

"On the table near the window sat a small glass jar with a young plant growing inside."

I CAN | I can notice what the story sets up at the beginning.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first events in a story."

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

"The beginning shows what matters before the trouble starts."

▶ Read the line twice. Students circle *glass jar* and *young plant* on the NOTICE row.

ANSWER KEY: The plant in the glass jar on the table is set up at the start.

CHECK FOR UNDERSTANDING

Ask a student to say where the plant sits.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks what the story sets up first.

POSSIBLE STUDENT QUESTION

Why notice the plant at the start? Because it is the thing the crash breaks.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setup at the start of a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what could go wrong with a glass jar near a busy table.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that another event causes."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the effect.

STAAR asks: **What happens because of Amina bumping the table?** Pick the event that the bump causes.

"The glass jar fell to the floor and shattered."

A The glass jar fell to the floor and shattered. • **B** Amina's elbow bumps the table. • **C** The class votes on a new science project.

I CAN | I can tell which event happens because of an earlier event.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 event that another event causes."

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

"Ask what the bump makes happen next. The cause comes before the effect."

▶ Students choose privately, then tell a partner which event comes first.

ANSWER KEY: A. The glass jar fell to the floor and shattered.

CHECK FOR UNDERSTANDING

Ask a student to name the event that comes right after the bump.

COMMON MISCONCEPTION

Students may pick B because the bump is true. True is not enough; the question asks what the bump causes.

POSSIBLE STUDENT QUESTION

What is a cause? A cause is the event that makes something else happen.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event caused by an earlier event. Keep the demand at this level.

RAISE THE THINKING

Ask what Amina does next after the jar shatters.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a cause."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the cause.

STAAR asks: Which sentence from the story best supports the idea that the crash happened because of Amina?

"I bumped the table and knocked it over."

I CAN | I can point to the exact sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot • Wednesday

TEKS 3.8(C) • Plot • 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 the sentence that proves a cause."

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

"The best proof is a sentence where the character says what really happened."

▶ Take two or three answers. Students underline *bumped the table* on the *SHOW* row.

ANSWER KEY: I bumped the table and knocked it over.

CHECK FOR UNDERSTANDING

Ask a student to name who says this line.

COMMON MISCONCEPTION

Students may choose a sentence about the plant. The question asks what caused the crash.

POSSIBLE STUDENT QUESTION

Why is this sentence the best proof? Because Amina admits the bump caused the crash.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a cause. Keep the demand at this level.

RAISE THE THINKING

Ask what the class would think if Amina never spoke.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order.

Write three sentences that tell what happens after the crash, in order. Use first, next, and last.

"Working together, the class quickly cleaned the area."

I CAN | I can retell three events in order using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the order."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Amina tells the truth, next the class cleans up, last the plant is saved.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with what happens after the crash.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a sequence of events independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the cause.

How does the event in paragraph 8 lead to the glass jar breaking?

"A few minutes later, Amina reached across the table for a green marker."

I CAN | I can defend how a cause leads to an effect in the plot.



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Grade 3 · Cluster 7 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One event leads to another. The reach leads to the bump, and the bump leads to the crash."

▶ Students write the chain of events on the DEFEND row, with because or so.

ANSWER KEY: Amina reaches for the marker, so her elbow bumps the table, so the jar shatters.

CHECK FOR UNDERSTANDING

Ask a student to trace the chain from the reach to the crash.

COMMON MISCONCEPTION

Students may skip the reach and start at the crash. The reach is the first cause.

POSSIBLE STUDENT QUESTION

Why does the order of the chain matter? Because each event makes the next one happen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a cause leads to an effect. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Amina had asked for the marker instead.

Follow the effect on your own.

Go back to the story. What happens right after Amina tells the truth? Copy the sentence that proves it.

Go back to the story.
What happens right after Amina tells the truth?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the sentence where Amina tells the truth first. Then read the very next sentence."

▶ 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 story begins with a plant growing in a glass jar on the table. That plant is the thing that gets broken, so it sets up the problem.

CHOOSE A. The glass jar fell to the floor and shattered. B is Cause and effect switched: the bump comes first, not after. C is Not in the text: the class never votes.

SHOW I bumped the table and knocked it over. Amina says this herself, and it proves the crash happened because of her bump.

OWN Answers vary. Example: First, Amina tells the truth. Next, the class cleans up, working together the class quickly cleaned the area. Last, the plant is saved in a new jar.

DEFEND Amina reaches for the marker, and that leads to the crash. A few minutes later, Amina reached across the table for a green marker, and her elbow bumps the table, so the jar falls. The crash does not make her reach.

YOUR TURN Answers vary. Example: Mrs. Ramirez thanks her. Proof: Thank you for telling the truth, Amina.



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.

PLOT

READ THIS PASSAGE EXCERPT.

“A few minutes later, Amina reached across the table for a green marker. ... She leaned a little farther than she meant to. ... Her elbow bumped the table.”

What happens because of Amina bumping the table?

- A** The glass jar fell to the floor and shattered.
- B** Amina's elbow bumps the table.
- C** The class votes on a new science project.
- D** The students measure their plants and draw pictures.



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Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because measuring really happens, without checking that it happens before the bump.

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.

PLOT

The answer is A.

- A The glass jar fell to the floor and shattered. Correct.**
Correct. Amina bumps the table, so the jar falls to the floor and shatters.
- B Amina's elbow bumps the table.**
Reversed Meaning: Cause and effect switched. The bump comes first; it is the cause, not what the bump causes.
- C The class votes on a new science project.**
Stretched or Unsupported: Not in the text. The story never says the class votes.
- D The students measure their plants and draw pictures.**
Pattern Mix-Up: Out of order. Measuring and drawing happen before the bump, not because of it.



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Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The conflict is the problem, and it can grow worse as the story goes on.

The test gives me traps that put events out of order, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn what a **conflict** is: the problem in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Good Citizen**. STAAR asks: **How does the problem get worse in the story?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **watching a conflict grow the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot

TEKS 3.8(C) • Plot • 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 about plot. A plot is all the events in a story, in the order they happen.”

▶ *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 about how a problem gets worse, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 2 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to retell the problem in The Good Citizen in two events.

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 first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the start.

Read the first lines of **The Good Citizen**. Notice where Elena rides her bike. Circle the words that tell where she goes.

"Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town."

I CAN | I can notice where a story starts and what the character does.



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Grade 3 · Cluster 7 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first events in a story."

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

"The start of a story tells us where it happens and who is in it."

▶ Read the line twice. Students circle small dog shelter on the NOTICE row.

ANSWER KEY: Elena rides her bike to the dog shelter every Saturday.

CHECK FOR UNDERSTANDING

Ask a student to say where Elena rides her bike.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks where the story starts.

POSSIBLE STUDENT QUESTION

Is the shelter the problem? No. The shelter is where Elena works, and the problem comes later.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setting and the character. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader knows about Elena from the first line.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that makes a problem worse."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the growing problem.

STAAR asks: **How does the problem get worse in the story?** Pick the event that shows the problem growing.

"But she could not remember filling Rusty's food bowl."

A Elena rushes through her chores to get to the park. • **B** Elena decides someone else fed Rusty, so she feels fine. • **C** Elena realizes she forgot to feed Rusty and her worry grows.

I CAN | I can see how a conflict grows bigger as the story goes on.



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Grade 3 • Cluster 7 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 event that makes a problem worse."

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

"A problem can start small and then get worse. Find the event where the worry grows."

▶ Students choose privately, then tell a partner what makes the problem worse.

ANSWER KEY: C. Elena realizes she forgot to feed Rusty and her worry grows.

CHECK FOR UNDERSTANDING

Ask a student to name the moment Elena knows she forgot.

COMMON MISCONCEPTION

Students may pick A because the rush is true. True events can still come at the wrong time.

POSSIBLE STUDENT QUESTION

What is a conflict? A conflict is the problem that the character has to face.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that worsens the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does because her worry grows.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the trust.

STAAR asks: Which sentence from the story best supports the idea that Rusty depends on Elena?

"Rusty had been waiting for her, trusting her to take care of him."

I CAN | I can point to the exact sentence that supports an idea about the plot.



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Grade 3 · Cluster 7 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"Hunt for the sentence that says how Rusty feels about Elena."

▶ Take two or three answers. Students underline trusting her on the SHOW row.

ANSWER KEY: Rusty had been waiting for her, trusting her to take care of him.

CHECK FOR UNDERSTANDING

Ask a student to point to the word that shows trust.

COMMON MISCONCEPTION

Students may choose a sentence about the park. The question asks about Rusty and Elena.

POSSIBLE STUDENT QUESTION

Why does this sentence matter? Because it shows Rusty counts on Elena for his food.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports an idea. Keep the demand at this level.

RAISE THE THINKING

Ask how this sentence makes the forgotten food a bigger problem.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the order.

Write three sentences that tell what happens to Rusty's food, in order. Use first, next, and last.

"Elena quickly grabbed the food container, filled his bowl, and set it down in front of him."

I CAN | I can retell three events in order using first, next, and last.



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Grade 3 · Cluster 7 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the order."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Elena remembers, next she fills the bowl, last Rusty eats and she is relieved.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with the food bowl part.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a sequence of events independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How does the event in paragraph 21 lead to Rusty getting his food?

"Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter."

I CAN | I can defend the real order and explain how events connect.



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Grade 3 · Cluster 7 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"Events in a plot connect. One thing happens, so the next thing can happen."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: Elena remembers the food, so she rides back, so Rusty gets fed. The trap is Out of order.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may agree that the ride back happens. The ride back comes after the memory, not before.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because the memory makes Elena ride back.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how two events connect in order. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Elena had never remembered.

Follow the problem on your own.

Go back to the story. What does Elena do as soon as she remembers she forgot Rusty's food? Copy the sentence that proves it.

Go back to the story.
What does Elena do as soon as she remembers she forgot Rusty's food?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

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Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the sentence where Elena remembers the food first. Then read what she does next."

▶ 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 Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town. Elena is a volunteer, and the shelter is where her story happens.

CHOOSE C. Elena realizes she forgot to feed Rusty and her worry grows. A is Out of order: the rush happens first, before the worry. B is Opposite of the text: Elena becomes sure no one else fed Rusty.

SHOW Rusty had been waiting for her, trusting her to take care of him. The word trusting proves Rusty depends on Elena, so her forgotten job matters.

OWN Answers vary. Example: First, Elena remembers she forgot the food. Next, Elena quickly grabbed the food container, filled his bowl, and set it down in front of him. Last, Rusty eats and Elena feels relieved.

DEFEND Elena remembers the forgotten food, so she rides back, and that leads to Rusty getting his bowl. Without wasting another second, Elena jumped on her bike and pedaled back to the shelter. Saying she rode home first is Out of order.

YOUR TURN Answers vary. Example: Elena rides back to the shelter. Proof: Without wasting another second, Elena jumped on her bike and pedaled as fast as she could back to the shelter.

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Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“Elena tried to convince herself that maybe someone else had fed him. ... But the more she thought about it, the more certain she became. ... Her stomach twisted with worry.”

How does the problem get worse in the story?

A Elena rushes through her chores to finish before meeting her friends.

B Elena feels relieved because someone else fed Rusty.

C Rusty runs away from the shelter and gets lost.

D Elena remembers she forgot the food and her worry grows.



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Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because rushing really happens, without checking that it comes before the problem grows.

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.

PLOT

The answer is D.

- A Elena rushes through her chores to finish before meeting her friends.**
Pattern Mix-Up: Out of order. The rush happens in the morning, before Elena remembers the forgotten food.
- B Elena feels relieved because someone else fed Rusty.**
Reversed Meaning: Opposite of the text. Elena becomes sure that no one else fed Rusty, and she feels worse.
- C Rusty runs away from the shelter and gets lost.**
Stretched or Unsupported: Not in the text. Rusty stays at the shelter and waits for his food.
- D Elena remembers she forgot the food and her worry grows. Correct.**
Correct. Elena realizes she never filled the bowl, and her worry grows until she races back.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The resolution is how the problem in the story gets solved.

The test gives me traps that go too far, so I check what the story really says.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn what a **resolution** is: how the problem in a story gets solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the story **Crash**. STAAR asks: **How is the conflict resolved?** Trap this week: **Goes too far**, an answer that says more than the story tells, like always, all, only, never, or forever.

This deck teaches **finding the resolution the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot

TEKS 3.8(C) • Plot • 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 about plot. The resolution is how the problem in a story gets solved.”

▶ 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 about the resolution, and we will learn to spot answers that go too far.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 3 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell how the conflict in Crash is resolved.

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 first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the favorite plant.

Read the first lines of **Crash**. Notice the plant in the glass jar. Circle the words that tell why the class cares about it.

"The plant in the glass jar was one of the class favorites."

I CAN | I can notice what the story cares about at the start.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the first events in a story."

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

"When a story shows what the class loves, watch what happens to it."

▶ Read the line twice. Students underline class favorites on the NOTICE row.

ANSWER KEY: The plant in the glass jar is a class favorite.

CHECK FOR UNDERSTANDING

Ask a student to say why the class cares about the plant.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks what the story sets up first.

POSSIBLE STUDENT QUESTION

Why does the favorite plant matter? Because its crash becomes the conflict.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what the story cares about. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader predicts will happen to the favorite plant.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the problem in a story gets solved."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the resolution.

STAAR asks: **How is the conflict resolved?** Pick the answer that tells how the problem ends.

"Thank you for telling the truth, Amina,"

A Amina tells the truth, and the class helps save the plant. • **B** Amina hides what happened and never tells. • **C** Mrs. Ramirez makes the class vote on what to do.

I CAN | I can choose the resolution that matches the end of the story.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot • Tuesday

TEKS 3.8(C) • Plot • 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 how the problem in a story gets solved."

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

"The resolution is the part where the problem gets solved. Look for the truth and the saved plant."

▶ Students choose privately, then tell a partner which ending matches the story.

ANSWER KEY: A. Amina tells the truth, and the class helps save the plant.

CHECK FOR UNDERSTANDING

Ask a student to name the moment the problem starts to get solved.

COMMON MISCONCEPTION

Students may pick B because staying quiet seems easy. The story shows Amina telling the truth.

POSSIBLE STUDENT QUESTION

What is a resolution? It is the part of the story where the problem gets solved.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the resolution of the story. Keep the demand at this level.

RAISE THE THINKING

Ask what the class does after Amina tells the truth.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the proof.

STAAR asks: Which sentence from the story best supports the idea that the plant will be okay?

"I think our plant is going to be just fine,"

I CAN | I can point to the exact sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"Hunt for the sentence where someone says the plant is okay."

▶ Take two or three answers. Students underline just fine on the SHOW row.

ANSWER KEY: I think our plant is going to be just fine, Mrs. Ramirez says.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that say the plant is safe.

COMMON MISCONCEPTION

Students may choose a sentence about the broken glass. The question asks about the plant's ending.

POSSIBLE STUDENT QUESTION

Why is this sentence the proof? Because Mrs. Ramirez says the plant will be just fine.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask how the class feels when they hear the plant is safe.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the resolution.

Write three sentences that tell how the problem is solved, in order. Use first, next, and last.

"Mrs. Ramirez found another container and carefully placed the plant inside."

I CAN | I can retell the resolution in order using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow how the problem ends."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Amina tells the truth, next the plant gets a new container, last the plant is safe.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from the middle of the story. Stay with the ending part.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How does the event in paragraph 62 lead to the plant being saved?

"Taking a deep breath, she slowly raised her hand."

I CAN | I can defend how the resolution connects to the events before it.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"The resolution does not appear by magic. One event leads to it."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: Amina tells the truth, so the class works together and saves the plant.

CHECK FOR UNDERSTANDING

Ask a student to trace how the truth leads to the saved plant.

COMMON MISCONCEPTION

Students may say the plant was saved before Amina spoke. Check the order of events.

POSSIBLE STUDENT QUESTION

Why does the truth come first? Because telling the truth makes the class want to help.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how events lead to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Amina had never raised her hand.

Follow the resolution on your own.

Go back to the story. What is the resolution of the story? Copy the sentence that proves it.

Go back to the story.
What is the resolution of the story?
Copy the sentence that proves it.

I CAN | I can find the resolution and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the part where Amina raises her hand first. Then read what happens after."

▶ 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 plant in the glass jar was one of the class favorites, so the class cares about it. That care makes the crash matter to everyone.

CHOOSE A. Amina tells the truth, and the class helps save the plant. B is Opposite of the text: Amina raises her hand and tells. C is Not in the text: the story never mentions a vote.

SHOW I think our plant is going to be just fine, Mrs. Ramirez says, and that proves the plant will live. The class cheers because the plant is safe.

OWN Answers vary. Example: First, Amina tells the truth. Next, the class cleans up, and Mrs. Ramirez found another container and carefully placed the plant inside. Last, the plant is safe and everyone feels glad.

DEFEND Amina raises her hand and tells the truth, and that leads the class to save the plant. Taking a deep breath, she slowly raised her hand, and then everyone helps replant the plant. Saying the class never worried again goes too far.

YOUR TURN Answers vary. Example: The conflict ends when Amina tells the truth and the plant is saved. Proof: Mrs. Ramirez found another container and carefully placed the plant inside.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

“Her elbow bumped the edge of the table. ... Crash! ... The jar hit the floor and shattered. ... Amina wondered what would happen next.”

How is the conflict resolved?

- A** Amina tells the truth, and the class works together to save the plant.
- B** Amina stays quiet, so no one ever knows who broke it.
- C** The class decides never to keep plants in the classroom again.
- D** Mrs. Ramirez sends everyone home before the mess is cleaned.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because never keeping plants sounds like a rule, without checking what the story really 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.

PLOT

The answer is A.

A Amina tells the truth, and the class works together to save the plant. Correct.
Correct. Amina admits she bumped the table, and the class works together so the plant is saved.

B Amina stays quiet, so no one ever knows who broke it.
Reversed Meaning: Opposite of the text. Amina raises her hand and tells the truth, so everyone does know.

C The class decides never to keep plants in the classroom again.
Stretched or Unsupported: Goes too far. The story never says the class stops keeping plants; it says they keep helping.

D Mrs. Ramirez sends everyone home before the mess is cleaned.
Stretched or Unsupported: Not in the text. The class stays and cleans the mess together.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The setting is where the story happens, and it can make the conflict matter.

The test gives me traps that call a setting detail a plot event, so I check the story.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn how a **setting** can shape a plot and where the **conflict** lives. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Good Citizen**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a choice that tells about the place but not how the place drives the story.

This deck teaches **connecting setting and conflict the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Plot

TEKS 3.8(C) • Plot • 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 are learning about plot and setting. The setting is where the story happens, and it can make the problem matter.”

▶ 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 about how the setting is important to the plot, and we will learn to spot setting details that are not plot events.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 4 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the setting of The Good Citizen and one way it matters.

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 setting of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the setting.

Read the first lines of **The Good Citizen**. Notice where the story happens. Circle the words that tell the place.

"Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town."

I CAN | I can notice where a story happens and what that place is like.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the setting of a story."

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

"Every story happens somewhere. Listen for the place before the trouble starts."

▶ Read the line twice. Students circle small dog shelter on the NOTICE row.

ANSWER KEY: The story happens at the dog shelter, where Elena volunteers.

CHECK FOR UNDERSTANDING

Ask a student to name the place where the story begins.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks where the story happens.

POSSIBLE STUDENT QUESTION

Is the shelter the problem of the story? No. The shelter is the setting, and the problem comes later.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setting of a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what could happen in a place full of dogs.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the setting matters to the plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells why the shelter matters to the story.

"Rusty wagged his tail wildly every time Elena walked in."

A The shelter is a small, busy building at the edge of town. • **B** The shelter matters because Rusty waits there for Elena's care. • **C** The shelter matters because Elena plays games there with friends.

I CAN | I can explain why the place of a story is important to its plot.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 how the setting matters to the plot."

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

"A setting detail tells about the place. A plot answer tells how the place drives the story."

▶ Students choose privately, then tell a partner why the shelter matters.

ANSWER KEY: B. The shelter matters because Rusty waits there for Elena's care.

CHECK FOR UNDERSTANDING

Ask a student to say where Rusty waits for his food.

COMMON MISCONCEPTION

Students may pick A because the building really is small and busy. Describing the place is not the same as telling why it matters.

POSSIBLE STUDENT QUESTION

What is a setting detail? A setting detail is a fact about the place, like its size, that does not move the plot.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the setting supports the plot. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if Elena worked at a different shelter.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the setting's job.

STAAR asks: Which sentence from the story best supports the idea that the shelter is the place where Rusty counts on Elena?

"Rusty had been depending on her."

I CAN | I can point to the exact sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"Find the sentence that says how Rusty feels about Elena."

▶ Take two or three answers. Students underline depending on her on the SHOW row.

ANSWER KEY: Rusty had been depending on her.

CHECK FOR UNDERSTANDING

Ask a student to name the word that shows Rusty counts on Elena.

COMMON MISCONCEPTION

Students may choose a sentence about the park. The question asks about the shelter and Rusty.

POSSIBLE STUDENT QUESTION

Why is this sentence the best proof? Because it shows Rusty waits on Elena, so the setting holds the problem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the setting's part in the plot. Keep the demand at this level.

RAISE THE THINKING

Ask what this sentence makes the reader worry could happen.

TODAY'S THINKING JOB

OWN

"I can retell the conflict of a story in order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the conflict.

Write three sentences that tell the problem of the story, in order. Use first, next, and last.

"Quickly, Elena grabbed the food container and measured the correct amount of food."

I CAN | I can retell the problem of a story and how it gets fixed.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the conflict of a story in order."

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

"Use first, next, and last so a listener can follow the problem."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Elena forgets the food, next she fills the bowl, last Rusty eats and she is relieved.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with the problem and its fix.

POSSIBLE STUDENT QUESTION

Does the conflict end when Rusty eats? Yes, because the problem is fixed and Elena feels relieved.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a conflict and its resolution independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how the setting connects to the conflict."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How does the setting of the shelter connect to Elena's problem?

"When she finally arrived, she rushed through the shelter doors."

I CAN | I can defend how a setting and a problem are connected in a plot.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how the setting connects to the conflict."

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

"The setting gives the problem a home. Ask where the problem lives and why."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: The shelter is where Rusty waits, so that is where Elena fixes her mistake. The trap is Setting detail, not the plot.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding Rusty waiting in the story.

COMMON MISCONCEPTION

Students may describe the shelter and stop. The question asks how the setting connects to the problem.

POSSIBLE STUDENT QUESTION

Why does the setting matter so much here? Because Rusty waits at the shelter, so that is where the forgotten food becomes a problem.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a setting connects to a conflict. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if Elena volunteered somewhere else.

Follow the setting on your own.

Go back to the story. What does Elena do when she reaches the shelter? Copy the sentence that proves it.

Go back to the story.
What does Elena do when she reaches the shelter?
Copy the sentence that proves it.

I CAN | I can find a key event and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

“Find the shelter in the story first. Then read what Elena does there.”

▶ 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 story begins at the small dog shelter. That is where Elena works, and the setting will matter when her problem happens there.

CHOOSE B. The shelter matters because Rusty waits there for Elena's care. A is Setting detail, not the plot: it tells what the building is like, not why it matters. C is Wrong part of the story: Elena plays games at the park with her friends.

SHOW Rusty had been depending on her. This proves the shelter matters because Rusty waits there for Elena, so her forgotten job is a real problem.

OWN Answers vary. Example: First, Elena rushes her chores and forgets Rusty's food. Next, Elena grabs the food container and measures the correct amount of food. Last, Rusty eats and Elena feels relieved.

DEFEND The shelter is where Rusty waits for his food, so that is where Elena's problem happens and where she fixes it. When she finally arrived, she rushed through the shelter doors, and she fed Rusty right away.

YOUR TURN Answers vary. Example: Elena hurries in and feeds Rusty right away. Proof: She filled the bowl and placed it in front of Rusty.

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot



TEKS 3.8(C) · Plot · 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.

READ THIS PASSAGE EXCERPT.

“Every Saturday morning, Elena rode her bike to the small dog shelter at the edge of town. ... Rusty had been depending on her. ... The food bowl was empty.”

Which sentence best explains how the setting matters to the plot?

- A** The shelter is a small, busy building on the edge of town.
- B** The shelter matters because Rusty waits there for Elena to feed him.
- C** The shelter matters because Elena plays games with her friends there.
- D** The shelter is the conflict because that is where Rusty lives.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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 because the shelter really is small and busy, without asking why the place matters to the plot.

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.

PLOT

The answer is B.

The shelter is a small, busy building on the edge of town.

- A** Topic Trap: Setting detail, not the plot. The size of the building tells about the place, not why the place drives the story.

The shelter matters because Rusty waits there for Elena to feed him. **Correct.**

- B** Correct. The shelter is where Rusty waits for Elena, so the setting is where her problem happens and where she fixes it.

The shelter matters because Elena plays games with her friends there.

- C** Another Place: Wrong part of the story. Elena plays games with her friends at the park, not at the shelter.

The shelter is the conflict because that is where Rusty lives.

- D** Pattern Mix-Up: Wrong plot element. The shelter is the setting; the conflict is Elena forgetting the food.



The Writing Academy®, LLC

Grade 3 · Cluster 7 · Plot

TEKS 3.8(C) · Plot · 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

A summary of the plot tells the most important events from beginning to end.

The test gives me traps that name small details, so I check for the big events.

THIS WEEK'S FOCUS

Plot

from “Crash”

This week we learn to **summarize a plot**: retell the most important events in order. Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events**. We read the story **Crash**. STAAR asks: **Which sentence best describes the plot of the story?** Trap this week: **Small detail, not a plot event**, a choice that tells a small fact that does not drive the story.

This deck teaches **summarizing a plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Plot

TEKS 3.8(C) • Plot • Week 33 of 36 • Cluster 8 • 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 about summarizing a plot. A summary retells the most important events of a story in order.”

▶ 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 that asks which sentence best describes the plot, and we will learn to spot small details that are not plot events.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 1 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to retell the plot of Crash in three events.

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 first events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the setup.

Read the first lines of **Crash**. Notice what the class is doing. Circle the words that tell the work.

"One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants."

I CAN | I can notice what a story sets up at the beginning.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Plot • Monday

TEKS 3.8(C) • Plot • 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 the first events in a story."

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

"The beginning shows what matters before the trouble starts."

▶ Read the line twice. Students circle science project on the NOTICE row.

ANSWER KEY: The class works on a science project, and a glass jar with a plant is on the table.

CHECK FOR UNDERSTANDING

Ask a student to say what sits on the table near the window.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks what the story sets up first.

POSSIBLE STUDENT QUESTION

Why notice the jar at the start? Because the jar is the thing that breaks during the crash.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what a plot sets up at the start. Keep the demand at this level.

RAISE THE THINKING

Ask what could happen if the jar tips over.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that summarizes the plot."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the plot summary.

STAAR asks: **Which sentence best describes the plot of the story?** Pick the sentence that tells the whole story.

"The glass jar near the window tipped over."

A The students draw roots, stems, leaves, and flowers on a poster. • **B** Amina pretends nothing happened and the class never finds out. • **C** The jar breaks, Amina tells the truth, and the plant is saved.

I CAN | I can pick the sentence that retells the most important events of a story.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 sentence that summarizes the plot."

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

"A plot summary tells the big events from beginning to end, not one small detail."

▶ Students choose privately, then tell a partner which events the summary names.

ANSWER KEY: C. The jar breaks, Amina tells the truth, and the plant is saved.

CHECK FOR UNDERSTANDING

Ask a student to name the three events in the correct summary.

COMMON MISCONCEPTION

Students may pick A because drawing really happens. Small details are not the plot.

POSSIBLE STUDENT QUESTION

What belongs in a plot summary? The big events that matter most, from the start to the end of the story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the sentence that summarizes a plot. Keep the demand at this level.

RAISE THE THINKING

Ask which event in the summary is the turning point and why.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the choice.

STAAR asks: **Which sentence from the story best supports the idea that** the class supports Amina after she tells the truth?

"Instead of blaming her, her classmates understood that it was an accident."

I CAN | I can point to the exact sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"Hunt for the sentence that tells how the class reacts to Amina."

▶ Take two or three answers. Students underline instead of blaming her on the SHOW row.

ANSWER KEY: Instead of blaming her, her classmates understood that it was an accident.

CHECK FOR UNDERSTANDING

Ask a student to name the words that show the class is kind.

COMMON MISCONCEPTION

Students may choose a sentence about the broken jar. The question asks about the class and Amina.

POSSIBLE STUDENT QUESTION

Why is this sentence the best proof? Because it says the class understood instead of blaming.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports a plot idea. Keep the demand at this level.

RAISE THE THINKING

Ask how this sentence helps the ending of the story.

TODAY'S THINKING JOB

OWN

"I can retell a story in order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the summary.

Write three sentences that retell the story of **Crash** in order. Use first, next, and last.

"Mrs. Ramirez carefully swept the broken glass into a dustpan."

I CAN | I can summarize a plot with first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell a story in order."

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

"Use first, next, and last so a listener can follow the whole story."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the jar breaks, next the class cleans up, last the plant is saved.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may leave out the crash. The crash is the big event that starts the problem.

POSSIBLE STUDENT QUESTION

Does my summary need every detail? No. A summary tells the most important events only.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about summarizing a plot independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their summary is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the chain.

How does Amina's choice to tell the truth lead to the plant being saved?

"But after telling the truth, everything changed."

I CAN | I can defend how a choice leads to a resolution in the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how one event leads to the next."

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

"One choice leads to a whole chain of events. Follow the chain."

▶ Students write the chain of events on the DEFEND row, with because or so.

ANSWER KEY: Amina tells the truth, so the class works together, so the plant is saved.

CHECK FOR UNDERSTANDING

Ask a student to trace how the truth leads to the rescue.

COMMON MISCONCEPTION

Students may say the class saved the plant first. The truth comes first, then the teamwork.

POSSIBLE STUDENT QUESTION

Why does telling the truth matter so much here? Because it starts the chain that saves the plant.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a choice leads to a resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Amina had stayed quiet.

Follow the truth on your own.

Go back to the story. What does Amina do right after she raises her hand? Copy the sentence that proves it.

Go back to the story.
What does Amina do right after she raises her hand?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot



TEKS 3.8(C) · Plot · 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.

"Find the sentence where Amina tells the truth first. Then read what happens next."

▶ 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 class is working on a science project about plants, and a small glass jar sits on the table. That jar is what breaks, so the story sets it up at the start.

CHOOSE C. The jar breaks, Amina tells the truth, and the plant is saved. A is Small detail, not a plot event: the poster details do not drive the story. B is Not in the text: Amina does tell the truth, and the class finds out.

SHOW Instead of blaming her, her classmates understood that it was an accident. This proves the class supports Amina, so telling the truth works out for everyone.

OWN Answers vary. Example: First, Amina bumps the table and the jar shatters. Next, Mrs. Ramirez carefully swept the broken glass into a dustpan with the class. Last, the plant is saved and Amina feels proud.

DEFEND Amina tells the truth, and that leads to the class working together to save the plant. But after telling the truth, everything changed, because Mrs. Ramirez and the students replanted it in a new container.

YOUR TURN Answers vary. Example: Amina tells the truth about bumping the table. Proof: I bumped the table and knocked it over.



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 glass jar near the window tipped over. ... The plant lay on the floor beside pieces of broken glass. ... ‘I’m sorry, Mrs. Ramirez,’ she said. ‘I bumped the table and knocked it over. I didn’t mean to.’”

Which sentence best describes the plot of the story?

- A** The class gathers around the jar to look at the plant's leaves.
- B** Amina blames Diego, and the class sends her to the office.
- C** The class saves the plant, and then Amina tells the truth.
- D** Amina's bump breaks the jar, she tells the truth, and the class saves the plant.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · 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 because the class really does look at the plant, without asking if that detail retells the whole plot.

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.

PLOT

The answer is D.

The class gathers around the jar to look at the plant's leaves.

- A** Topic Trap: Small detail, not a plot event. Looking at the leaves is a small moment that does not retell the story's big events.

Amina blames Diego, and the class sends her to the office.

- B** Stretched or Unsupported: Not in the text. Amina never blames Diego, and the class supports her instead.

The class saves the plant, and then Amina tells the truth.

- C** Pattern Mix-Up: Out of order. Amina tells the truth first, and then the class works together to save the plant.

Amina's bump breaks the jar, she tells the truth, and the class saves the plant. Correct.

- D** Correct. The bump breaks the jar, Amina tells the truth, and the class works together to save the plant, so this retells the whole plot.



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Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

The conflict is the main problem that the character has to face.

The test gives me traps that name the wrong plot element, so I check what the problem really is.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we learn to **analyze the conflict**: find the main problem in a story. Our TEKS is **3.8(C)**, and this week's breakout is **the conflict**. We read the story **The Good Citizen**. STAAR asks: **What is the main conflict in the story?** Trap this week: **Wrong plot element**, a choice that names a different part of the plot, like the setting or the resolution, instead of the problem.

This deck teaches **naming a conflict the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Plot

TEKS 3.8(C) • Plot • 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 are learning about the conflict of a story. The conflict is the main problem the character has to face.”

▶ *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 that asks what the main conflict is, and we will learn to spot answers that name the wrong plot element.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 2 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the main problem in The Good Citizen.

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 setting of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the place.

Read the first lines of **The Good Citizen**. Notice the shelter. Circle the words that tell where it sits.

"The shelter sat near a line of tall trees on the edge of town."

I CAN | I can notice where a story happens before the problem starts.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the setting of a story."

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

"The start of a story tells us where it happens and who is there."

▶ Read the line twice. Students circle near a line of tall trees on the NOTICE row.

ANSWER KEY: The shelter sits near tall trees at the edge of town.

CHECK FOR UNDERSTANDING

Ask a student to say where the shelter sits.

COMMON MISCONCEPTION

Students may name a favorite part of the story. The question asks about the setting at the start.

POSSIBLE STUDENT QUESTION

Is the setting the conflict? No. The setting is where the story happens, and the conflict comes later.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setting before the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of work Elena does at the shelter.

TODAY'S THINKING JOB

CHOOSE

"I can choose the main conflict of a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the conflict.

STAAR asks: **What is the main conflict in the story?** Pick the main problem Elena faces.

"But she could not remember filling Rusty's food bowl."

A Elena rushes her chores and forgets to feed Rusty. • **B** Elena's problem is that the shelter is too far from town. • **C** Elena's problem is that Rusty does not like to play.

I CAN | I can name the main problem a character faces.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 main conflict of a story."

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

"The conflict is the main problem. Find the problem the whole story works to fix."

▶ Students choose privately, then tell a partner the problem in their own words.

ANSWER KEY: A. Elena rushes her chores and forgets to feed Rusty.

CHECK FOR UNDERSTANDING

Ask a student to name the main problem in The Good Citizen.

COMMON MISCONCEPTION

Students may pick a true detail that is not the problem. The conflict is the big problem the story fixes.

POSSIBLE STUDENT QUESTION

What is a conflict? A conflict is the main problem that the character has to solve.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would happen if Elena had remembered the food.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the dependence.

STAAR asks: Which sentence from the story best supports the idea that Rusty depends on Elena?

"He trusted her to take care of him."

I CAN | I can point to the exact sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 the sentence that proves an idea."

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

"Hunt for the sentence that says how Rusty feels about Elena."

▶ Take two or three answers. Students underline *trusted her* on the **SHOW** row.

ANSWER KEY: He trusted her to take care of him.

CHECK FOR UNDERSTANDING

Ask a student to name the word that shows Rusty counts on Elena.

COMMON MISCONCEPTION

Students may choose a sentence about the park. The question asks about Rusty and Elena.

POSSIBLE STUDENT QUESTION

Why does this sentence matter? Because it shows the conflict is real: Rusty depends on Elena's care.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports a conflict. Keep the demand at this level.

RAISE THE THINKING

Ask how this sentence makes Elena's rush a bigger problem.

TODAY'S THINKING JOB

OWN

"I can retell the conflict in order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the problem.

Write three sentences about Elena's problem, in order. Use first, next, and last.

"Feeling guilty, Elena rushed to the food storage area."

I CAN | I can retell a problem and its fix using first, next, and last.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the conflict in order."

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

"Use first, next, and last so a listener can follow the problem."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Elena forgets the food, next she fills the bowl, last Rusty eats and she is relieved.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Stay with the problem and its fix.

POSSIBLE STUDENT QUESTION

Does the conflict end when Rusty eats? Yes, because the problem is fixed and Elena feels relieved.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a conflict independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the most important and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how an event connects to the conflict."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the cause of the conflict.

How does Elena's rush to the park connect to the conflict of the story?

"Because she was distracted, Elena moved more quickly than usual."

I CAN | I can defend how a character's action creates the problem.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Friday

TEKS 3.8(C) · Plot · Week 34 of 36 · Cluster 8 · 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 explain how an event connects to the conflict."

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

"One action can start a whole problem. Trace the action to the conflict."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: Elena rushes, so she forgets the food, so the conflict begins. The rush causes the forgetting.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the rush in the story.

COMMON MISCONCEPTION

Students may say the conflict is the rush itself. The rush causes the conflict; the conflict is the forgotten food.

POSSIBLE STUDENT QUESTION

Why does the rush matter? Because it is the cause, and the forgotten food is the conflict it creates.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how an action creates a conflict. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if Elena had not rushed.

Follow the fix on your own.

Go back to the story. What does Elena do as soon as she sees the empty food bowl? Copy the sentence that proves it.

Go back to the story.
What does Elena do as soon as she sees the empty food bowl?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot



TEKS 3.8(C) · Plot · Week 34 of 36 · Cluster 8 · 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.

"Find the empty food bowl in the story first. Then read what Elena does next."

▶ 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 shelter sits near tall trees at the edge of town, and that is where Elena volunteers. The place is set up before the problem starts.

CHOOSE A. Elena rushes her chores and forgets to feed Rusty. B is Not in the text: the story never says the shelter is too far. C is Opposite of the text: Rusty is playful and loves to play.

SHOW He trusted her to take care of him. This proves Rusty counts on Elena, so her forgotten job becomes the story's main problem.

OWN Answers vary. Example: First, Elena rushes her chores and forgets Rusty's food. Next, Elena rushed to the food storage area and filled the bowl. Last, Rusty eats and Elena feels relieved.

DEFEND Elena's rush causes her to skip the food bowl, and that is how the conflict begins. Because she was distracted, Elena moved more quickly than usual, so she forgot the job Rusty counted on. The rush comes before the forgetting, not after.

YOUR TURN Answers vary. Example: Elena fills Rusty's bowl with food. Proof: She carefully measured the correct amount of food and filled Rusty's bowl.

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Grade 3 · Cluster 8 · Plot



TEKS 3.8(C) · Plot · Week 34 of 36 · Cluster 8 · 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.

“But she could not remember filling Rusty’s food bowl. ... The food bowl was empty. ... He trusted her to take care of him.”

What is the main conflict in the story?

- A** Elena forgets to feed Rusty and must go back to fix it.
- B** The main conflict is that Elena hurries back to fill Rusty's bowl.
- C** The main conflict is that the shelter is not a large building.
- D** The main conflict is that the manager is angry with Elena.



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Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · Week 34 of 36 · Cluster 8 · 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 B because Elena really does hurry back and fill the bowl, without asking if fixing the problem is the story's main conflict.

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.

PLOT

The answer is A.

- A Elena forgets to feed Rusty and must go back to fix it. Correct.**
Correct. Elena rushes, forgets to feed Rusty, and rides back to fix her mistake, so that is the main conflict.
- B The main conflict is that Elena hurries back to fill Rusty's bowl.**
Pattern Mix-Up: Wrong plot element. Filling Rusty's bowl is the fix for the problem, not the conflict itself.
- C The main conflict is that the shelter is not a large building.**
Topic Trap: Setting detail, not the plot. The story says the shelter is not a large building, but that tells about the place, not the problem.
- D The main conflict is that the manager is angry with Elena.**
Reversed Meaning: Opposite of the text. The manager smiles and thanks Elena for being honest.



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Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · Week 34 of 36 · Cluster 8 · 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)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is the part of the story where the problem gets solved.

I can tell how the resolution solves the main problem in a story.

The test gives me answers that say the opposite of the story, so I check the text before I choose.

THIS WEEK'S FOCUS

Plot

from “Rumpelstiltskin”

This week we learn to **analyze the resolution**: the part of the story where the problem gets solved. Our TEKS is **3.8(C)**, and this week's breakout is **the resolution**. We read the fairy tale **Rumpelstiltskin**. STAAR asks: **How does the resolution solve the main problem?** Trap this week: **Opposite of the text**, an answer that says the reverse of what the story shows.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 3 • Cluster 8 • Plot

TEKS 3.8(C) • Plot • Week 35 of 36 • Cluster 8 • 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 about the resolution. The resolution is the part of the story where the problem gets solved.”

▶ *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 read Rumpelstiltskin and practice a real STAAR question: how the resolution solves the main problem.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 3 . a class or student copy of “Rumpelstiltskin” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to tell the resolution of a favorite movie in one or two sentences.

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 how the story ends."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the resolution.

Read the ending of **Rumpelstiltskin**. Watch what the little man does after the queen says his name. Circle the words that show how the story ends.

"Then he made the best of his way off, while the nurse laughed and the baby crowed"

I CAN | I can notice the resolution of a story.



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Grade 3 · Cluster 8 · Plot · Monday

TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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 how the story ends."

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

"The resolution is where the problem gets solved. Listen for how the story wraps up."

▶ Read the line twice. Students circle the words that show the little man going away on the NOTICE row.

ANSWER KEY: The little man leaves, so the queen keeps her child.

CHECK FOR UNDERSTANDING

Ask a student to say what the little man does at the end of the story.

COMMON MISCONCEPTION

Students may retell the middle of the story. The question asks about the very end.

POSSIBLE STUDENT QUESTION

Does the resolution have to be long? No, it can be just a few sentences that finish the problem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the resolution in a story. Keep the demand at this level.

RAISE THE THINKING

Ask what the queen has that the little man wants and how she keeps it.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the resolution solves the problem."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose how the resolution works.

STAAR asks: **How does the resolution solve the main problem?** Pick the answer that tells how the queen keeps her child.

"I will give you three days' grace, and if during that time you tell me my name, you shall keep your child."

A The queen gives her baby to the little man to take home. • **B** The queen pays the little man all the gold in the kingdom. • **C** The queen tells the little man his name, so she keeps her baby.

I CAN | I can choose the answer that tells how the problem gets solved.



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Grade 3 · Cluster 8 · Plot · Tuesday

TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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 how the resolution solves the problem."

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

"The little man gives the queen one way out: guess his name. Only one answer tells how that works."

▶ Students choose privately, then find the three-day deal in the story with a partner.

ANSWER KEY: C. The queen tells the little man his name, so she keeps her baby.

CHECK FOR UNDERSTANDING

Ask a student to say the deal the little man offers the queen.

COMMON MISCONCEPTION

Students may pick A because the little man really does want the child. Wanting it is not the same as getting it.

POSSIBLE STUDENT QUESTION

Why does the queen need to guess a name? Because the little man will take her child unless she tells him his name.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the resolution solves the problem. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would happen to the baby if the queen could not say the name.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that holds the clue."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show where the evidence lives.

STAAR asks: Which sentence from the story best supports the idea that the queen can learn the little man's name?

"Little does my lady dream Rumpelstiltskin is my name!"

I CAN | I can point to the sentence that tells how the queen solves the problem.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Wednesday

TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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 the sentence that holds the clue."

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

"The clue that solves the problem is hiding inside a song. Hunt for it."

▶ Take two or three answers. Students underline the name inside the song on the SHOW row.

ANSWER KEY: Little does my lady dream Rumpelstiltskin is my name!

CHECK FOR UNDERSTANDING

Ask a student who hears the song and what he does with it.

COMMON MISCONCEPTION

Students may choose the sentence where the queen begs. Look for the sentence that gives away the name.

POSSIBLE STUDENT QUESTION

Why does the song matter? Because the messenger carries the name back to the queen, and that name solves the problem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that reveals the name. Keep the demand at this level.

RAISE THE THINKING

Ask what the queen does the moment she hears the name.

TODAY'S THINKING JOB

OWN

"I can write the resolution in my own words."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the resolution.

Write the resolution in your own words. Tell how the queen keeps her child and what the little man does. Use the word so or because.

"Can your name be RUMPELSTILTSKIN?" said the lady slyly.

I CAN | I can retell the resolution and show the cause and the effect.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Thursday

TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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 the resolution in my own words."

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

"The resolution has a cause and an effect. The name causes him to leave."

▶ Students write two sentences on the OWN row: the cause and the effect.

ANSWER KEY: Example: The queen says the name, so the little man leaves and she keeps her child.

CHECK FOR UNDERSTANDING

Ask a student to read their resolution while the class checks the cause and the effect.

COMMON MISCONCEPTION

Students may retell the whole story. Stay with the ending and how the problem is solved.

POSSIBLE STUDENT QUESTION

Do I need the exact words from the story? No. Use your own words, but keep what really happens true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing the resolution independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the story would end if the messenger had never heard the song.

TODAY'S THINKING JOB

DEFEND

"I can explain how the resolution connects the events."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the resolution.

How does the queen saying the name lead to the little man leaving the story?

"and dashed his right foot in a rage so deep into the floor"

I CAN | I can defend how the name causes the little man to leave.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot · Friday

TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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 explain how the resolution connects the events."

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

"The resolution connects cause and effect. The name is the cause; his leaving is the effect."

▶ Students write the cause and the effect on the DEFEND row, using the word so.

ANSWER KEY: The queen says the name, so the little man leaves and she keeps her child.

CHECK FOR UNDERSTANDING

Ask a student to prove the cause by finding the name song in the story.

COMMON MISCONCEPTION

Students may say the little man chose to leave. The story shows the name forces him out.

POSSIBLE STUDENT QUESTION

Why does the little man leave so fast? Because the queen says his name, and that means she wins the deal.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution connects the events. Keep the demand at this level.

RAISE THE THINKING

Ask what the queen would lose if she had never learned the name.

Follow the resolution on your own.

Write the resolution in your own words: how the queen solves the problem and keeps her child. Then copy the sentence that proves the little man leaves.

Write the resolution in your own words.
How does the queen keep her child?
Copy the sentence that proves the little man leaves.

I CAN | I can retell the resolution and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot



TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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.

"Find the part where the queen says the name first. Then read what happens right after."

▶ 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 queen says the little man's name, and he leaves for good. Then he made the best of his way off, while the nurse laughed and the baby crowed, so the queen keeps her child. That is the resolution.

CHOOSE C. The queen tells the little man his name, so she keeps her baby. A is Opposite of the text: the queen never gives her child away. B is Not in the text: the little man will not take her gold.

SHOW Little does my lady dream Rumpelstiltskin is my name! The messenger hears this song and tells the queen the name, so she can say it and keep her child.

OWN Answers vary. Example: The queen says the little man's name, so he loses and leaves, and she keeps her child. She asks, 'Can your name be RUMPELSTILTSKIN?' and that ends his power over her.

DEFEND The name causes the little man to leave, and then the problem ends. He is so angry that he dashed his right foot in a rage, and then he goes away, so she keeps her child. Saying he kept the baby is Opposite of the text.

YOUR TURN Answers vary. Example: The queen says the little man's name, so he leaves and she keeps her baby. Proof: Then he made the best of his way off.



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.

"I will give you three days' grace, and if during that time you tell me my name, you shall keep your child. ... Little does my lady dream Rumpelstiltskin is my name! ... Then he made the best of his way off, while the nurse laughed and the baby crowed"

How does the resolution solve the main problem?

- A** The queen gives the little man her child because he spun the gold.
- B** The queen pays the little man all the gold in the kingdom to leave.
- C** The queen says the little man's name, so he leaves and she keeps her child.
- D** The little man decides the queen has worked hard enough and goes home.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · 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 B because the queen really does offer the little man gold, without checking whether he takes 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.

PLOT

The answer is C.

- A The queen gives the little man her child because he spun the gold.**
Reversed Meaning: Opposite of the text. The queen keeps her child; she never gives the baby to the little man.
- B The queen pays the little man all the gold in the kingdom to leave.**
Stretched or Unsupported: Not in the text. The queen offers the little man all the kingdom's wealth, but he will not take it.
- C The queen says the little man's name, so he leaves and she keeps her child. Correct.**
Correct. The queen says the name, so the little man leaves and she keeps her child.
- D The little man decides the queen has worked hard enough and goes home.**
Stretched or Unsupported: Wrong motive. The little man leaves because his name is told, not because he chooses to be kind.



The Writing Academy®, LLC

Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · Week 35 of 36 · Cluster 8 · 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including the sequence of events, the conflict, and the resolution”

WHAT DOES THIS MEAN TO ME?

A plot has events in order, a conflict, and a resolution.

I can tell how the conflict of a story gets resolved.

The test gives me traps that name the wrong plot element, so I check what part of the plot each choice names.

THIS WEEK'S FOCUS

Plot

from “The Good Citizen”

This week we put it all together: **the sequence of events, the conflict, and the resolution.** Our TEKS is **3.8(C)**, and this week's breakout is **the sequence of events, the conflict, and the resolution.** We read the story **The Good Citizen**. STAAR asks: **Which sentence best explains how the conflict is resolved?** Trap this week: **Wrong plot element**, a choice that names a different part of the plot, like the problem or a small moment, instead of the fix.

This deck teaches **connecting sequence, conflict, and resolution the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Plot

TEKS 3.8(C) • Plot • Week 36 of 36 • Cluster 8 • 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 are learning how the parts of a plot fit together: the sequence of events, the conflict, and the resolution.”

▶ *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 that asks which sentence best explains how the conflict is resolved, and we will learn to spot answers that name the wrong plot element.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 4 . a class or student copy of “The Good Citizen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the conflict in The Good Citizen and how it is fixed.

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 order of events in a story."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Notice the order.

Read the beginning of **The Good Citizen**. Notice the order Elena works in. Circle the words that tell what she checks first.

"She always checked the water bowls first."

I CAN | I can notice the sequence before the conflict starts.



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Grade 3 · Cluster 8 · Plot · Monday

TEKS 3.8(C) · Plot · 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 the order of events in a story."

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

"Stories move in order. Notice the routine before the problem starts."

▶ Read the line twice. Students circle checked the water bowls first on the NOTICE row.

ANSWER KEY: Elena always checks the water bowls first.

CHECK FOR UNDERSTANDING

Ask a student to say what Elena does first at the shelter.

COMMON MISCONCEPTION

Students may name Rusty's playing. The question asks about the order of Elena's chores.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because Elena's routine is what she breaks when she rushes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the sequence of events. Keep the demand at this level.

RAISE THE THINKING

Ask what Elena does after she checks the water bowls.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that explains the resolution."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Choose the fix.

STAAR asks: **Which sentence best explains how the conflict is resolved?** Pick the sentence that tells how the empty bowl problem gets fixed.

"She carefully measured the correct amount of food and filled Rusty's bowl."

A The conflict ends when the manager thanks Elena for being honest. • **B** Elena measured the correct amount of food and filled Rusty's bowl. • **C** Rusty rushes to the front of his kennel when Elena walks in.

I CAN | I can pick the sentence that tells how the conflict is fixed.



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Grade 3 · Cluster 8 · Plot · Tuesday

TEKS 3.8(C) · Plot · 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 the sentence that explains the resolution."

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

"The resolution is the fix. Find the sentence where Elena repairs her mistake."

▶ Students choose privately, then tell a partner which sentence shows the fix.

ANSWER KEY: B. Elena measured the correct amount of food and filled Rusty's bowl.

CHECK FOR UNDERSTANDING

Ask a student to say what Elena does to fix the empty bowl.

COMMON MISCONCEPTION

Students may pick A because the manager really is kind. The thanks comes after the fix, so it is not the resolution.

POSSIBLE STUDENT QUESTION

How do I know B is the fix? Because filling the bowl is what makes Rusty's food problem end.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the sentence that explains the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what the conflict is and what ends it.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves Elena's change."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Show the change.

STAAR asks: Which sentence from the story best supports the idea that Elena makes sure she will not forget again?

"The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home."

I CAN | I can point to the exact sentence that supports an idea about the plot.



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Grade 3 · Cluster 8 · Plot · Wednesday

TEKS 3.8(C) · Plot · 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 sentence that proves Elena's change."

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

"Hunt for the sentence that shows what Elena does differently the next week."

▶ Take two or three answers. Students underline carrying a small checklist on the SHOW row.

ANSWER KEY: The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home.

CHECK FOR UNDERSTANDING

Ask a student to name the thing Elena brings to the shelter.

COMMON MISCONCEPTION

Students may choose a sentence about the park. The question asks about Elena's new habit at the shelter.

POSSIBLE STUDENT QUESTION

Why does the checklist matter? Because it shows Elena learned the lesson and fixed her routine.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask how the checklist changes Elena's next Saturday.

TODAY'S THINKING JOB

OWN

"I can retell the resolution in order."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Own the fix.

Write three sentences that tell how the conflict is resolved, in order. Use first, next, and last.

"This time she moved slowly and carefully."

I CAN | I can retell how a conflict is fixed using first, next, and last.



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Grade 3 · Cluster 8 · Plot · Thursday

TEKS 3.8(C) · Plot · 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 retell the resolution in order."

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

"Use first, next, and last so a listener can follow the fix."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Elena sees the empty bowl, next she fills it, last she works slowly and carefully.

CHECK FOR UNDERSTANDING

Ask a student to read their three sentences while the class checks the order.

COMMON MISCONCEPTION

Students may list events from the park part. Stay with the problem and its fix.

POSSIBLE STUDENT QUESTION

Does the resolution end when Rusty eats? Yes, and then Elena works carefully so it does not happen again.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a resolution independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the actual fix and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how two parts of the plot connect."

EXACT TEKS WORDING

"analyze plot elements, including the sequence of events, the conflict, and the resolution"

Defend the connection.

How are Elena's mistake and her new checklist connected?

"She realized that good citizenship was about more than completing tasks."

I CAN | I can defend how a mistake leads to a new resolution.



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Grade 3 · Cluster 8 · Plot · Friday

TEKS 3.8(C) · Plot · 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 explain how two parts of the plot connect."

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

"One event can lead to another. Trace the mistake to the checklist."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: The mistake teaches Elena, so she makes a checklist, so the conflict does not happen again.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the checklist in the story.

COMMON MISCONCEPTION

Students may say the checklist is the problem. The checklist is the fix that comes after the mistake.

POSSIBLE STUDENT QUESTION

Why is the checklist the resolution? Because it is how Elena makes sure Rusty is always fed.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a mistake connects to a resolution. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if Elena never made the mistake.

Follow the final check.

Go back to the story. What does Elena do before she leaves the shelter after Rusty eats? Copy the sentence that proves it.

Go back to the story.
What does Elena do before she leaves the shelter?
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

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Grade 3 · Cluster 8 · Plot



TEKS 3.8(C) · Plot · 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.

“Find where Rusty finishes eating in the story first. Then read what Elena does before she leaves.”

▶ 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 Elena's routine has an order: she always checked the water bowls first, then she feeds the dogs and cleans. That order matters because breaking it causes the conflict.

CHOOSE B. Elena measured the correct amount of food and filled Rusty's bowl. A is Wrong part of the story: the manager's thanks comes after the fix. C is Small detail, not a plot event: Rusty greeting Elena does not solve the problem.

SHOW The following Saturday, Elena arrived at the shelter carrying a small checklist she had created at home. The checklist proves Elena changed her routine so the conflict will not happen again.

OWN Answers vary. Example: First, Elena sees the empty food bowl. Next, she fills the bowl and Rusty eats. Last, this time she moved slowly and carefully, so nothing is missed again.

DEFEND Elena's mistake causes her change, and that is part of the resolution. She realized that good citizenship was about more than completing tasks, so she made a checklist to stay dependable. The checklist is the fix, not the conflict.

YOUR TURN Answers vary. Example: Elena walks through the shelter one more time. Proof: Before leaving, Elena walked through the shelter one more time.

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Grade 3 · Cluster 8 · Plot



TEKS 3.8(C) · Plot · Week 36 of 36 · Cluster 8 · 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.

“Then, as she sat on a picnic blanket drinking water, something suddenly felt wrong. ... she could not picture herself feeding Rusty ... When she finally arrived at the shelter, she hurried inside. ... The food bowl was empty.”

Which sentence best explains how the conflict is resolved?

- A** Elena fills the bowl and stays to watch Rusty eat.
- B** Elena's problem is that Rusty refuses to eat his food.
- C** Elena's conflict is that the shelter is too far from the park.
- D** The conflict is resolved when Elena forgets to feed Rusty.



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Grade 3 · Cluster 8 · Plot

TEKS 3.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because Elena really does forget to feed Rusty, without seeing that the forgetting starts the problem instead of ending 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.

PLOT

The answer is A.

Elena fills the bowl and stays to watch Rusty eat. Correct.

- A** Correct. The conflict is the empty food bowl, and Elena resolves it by filling the bowl and staying to watch Rusty eat.

Elena's problem is that Rusty refuses to eat his food.

- B** Reversed Meaning: Opposite of the text. Rusty immediately began eating, so he does not refuse the food.

Elena's conflict is that the shelter is too far from the park.

- C** Stretched or Unsupported: Not in the text. The story never says the shelter is far from the park.

The conflict is resolved when Elena forgets to feed Rusty.

- D** Pattern Mix-Up: Wrong plot element. Forgetting starts the conflict; filling the bowl is what resolves it.



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.