

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

 ~5 min

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

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

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

“Today we look at the stem What is the most likely reason the author wrote this selection? and learn the trap Wrong purpose type.”

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

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

CHECK FOR UNDERSTANDING

Can you name the three main purposes an author can have?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“When a narrator tells you what they see and feel, the author is often trying to entertain.”

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

ANSWER KEY: Entertain. The narrator is describing a personal experience.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say inform because the March on Washington was real. The passage tells a personal story about it.

POSSIBLE STUDENT QUESTION

How do I tell the difference between inform and entertain?
Inform gives facts. Entertain tells a story through characters.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's most likely reason for writing."

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

"The whole text tells a story through a child's eyes, so the purpose is to entertain."

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

ANSWER KEY: A. To entertain with a story about a child at a speech.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the Lincoln Memorial is mentioned. That is one detail, not the whole purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the most likely reason. Keep the demand at this level.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ Take two or three answers. Push students to connect paragraph 12 to the whole story.

ANSWER KEY: To show the child's hopes, helping readers feel the power of the dream.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 12 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job in the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 5 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: A powerful idea can inspire anyone to work for a better world. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Dr. King or the March, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. The speech was about freedom is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap grabs a detail from the text and attaches the wrong purpose type.”

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

ANSWER KEY: Wrong purpose type. The text tells a story with a story, not explains about a building.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may accept it because the Lincoln Memorial is in the text. The building is a setting, not the subject.

POSSIBLE STUDENT QUESTION

How do I know it is not factual? There are no headings, no facts organized by topic.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“You did the thinking on your own today. You noticed the purpose and proved it with the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the speech is a real historical event, but the text is a story told through a child's eyes.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

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

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

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

“Today we work with the stem Which sentence best states a message in the selection? and watch for the trap Detail, not the message.”

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

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

CHECK FOR UNDERSTANDING

What is the difference between a detail and a message?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“A message sounds like a lesson for everyone. It does not name specific people or places from the story.”

▶ Read the sentence twice. Students write whether it sounds like a detail or a message on the NOTICE row.

ANSWER KEY: Message. The sentence teaches a lesson that is true anywhere.

CHECK FOR UNDERSTANDING

Ask a student to explain why this sentence is a message, not a detail.

COMMON MISCONCEPTION

Students may confuse a message with the topic. The topic is the March, but the message is about dreams and change.

POSSIBLE STUDENT QUESTION

How do I know it is a message? It would still be true for people who never heard of this speech.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to find a detail sentence and compare it to this message sentence.

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 states the message."

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

"A message is a lesson for all people. Details only describe what happened in the story."

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

ANSWER KEY: B. A dream can belong to everyone..

CHECK FOR UNDERSTANDING

Ask a student to prove B is true beyond this story.

COMMON MISCONCEPTION

Students may pick C because it sounds important. Being quiet is an event, not a life lesson.

POSSIBLE STUDENT QUESTION

What makes B a message? It teaches something true for people anywhere, not just in this story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show how a paragraph connects to the message.”

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

“Some paragraphs are turning points. They show when a character understands the bigger lesson.”

▶ *Take two or three answers. Push students to connect paragraph 20 to the message.*

ANSWER KEY: It shows the child realizing the dream is for everyone, not just adults.

CHECK FOR UNDERSTANDING

Ask a student to finish: Paragraph 20 helps the message because...

COMMON MISCONCEPTION

Students may retell the paragraph without connecting it to the message.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter for the message? It is the moment the child sees the lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 34 does for the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: One inspiring idea can change how a person sees the future. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names the child or the March, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. The child went to a speech is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap takes a fact from the story and calls it the message. A message must be true beyond this text."

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

ANSWER KEY: Detail, not the message. It only tells what happened, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain why a detail is not a message.

COMMON MISCONCEPTION

Students may accept it because it is true in the text. True is not the same as a message.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail is about this story. A message is about all people.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the detail as a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“You found the message on your own today. A message is a lesson that is true for everyone, beyond this story.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because it sounds important, but it only describes an event in the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem Why does the author tell about President Kennedy through Grandpa? and watch for the trap Too narrow.”

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

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

CHECK FOR UNDERSTANDING

What does it mean when an answer is Too narrow?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues about how the author tells the story.”

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

“When an author tells history through a character, it helps readers connect to the past.”

▶ *Read the sentence twice. Students write why the author uses an interview on the NOTICE row.*

ANSWER KEY: The interview makes history personal and helps a child connect to the past.

CHECK FOR UNDERSTANDING

Ask a student to explain why an interview makes history feel real.

COMMON MISCONCEPTION

Students may focus on the school project and miss the bigger reason.

POSSIBLE STUDENT QUESTION

Why does the author use Grandpa instead of a textbook? Grandpa makes the history feel alive.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how authors tell stories. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would feel different if it were written as a textbook article.

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 bigger reason the author tells the story this way."

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

"The grandchild learns about service from Grandpa. That is the bigger reason for the interview."

▶ Students choose privately, then explain why A and B are Too narrow.

ANSWER KEY: C. To show how service can be passed from one generation to the next.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because the recorder is mentioned. The recorder is a prop, not the reason for the story.

POSSIBLE STUDENT QUESTION

How do I spot a Too narrow answer? It names one small part but misses the bigger point.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the bigger reason. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what Grandpa's story teaches the child.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ *Take two or three answers. Push students to connect paragraph 9 to the idea of service.*

ANSWER KEY: To show Kennedy's idea about service turned into real action through the Peace Corps.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may only name the Peace Corps. Require its job in the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 15 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Service begins whenever you notice someone who needs help. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Kennedy or Grandpa, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Grandpa worked for Kennedy is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap picks one tiny detail and calls it the whole reason. That is Too narrow."

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

ANSWER KEY: Too narrow. The recorder is a detail, not the reason the author tells the story.

CHECK FOR UNDERSTANDING

Ask a student to explain what the bigger reason is.

COMMON MISCONCEPTION

Students may accept it because the recorder is in the text. Being in the text does not make it the reason.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? The answer is true but too small to be the whole reason.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“You found the purpose and message on your own today. Great thinking about how stories teach.”

▶ *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.

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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“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.*

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Students can give the answer and the proof.

COMMON MISCONCEPTION

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the interview is for a school project, but the project is just the setup, not the purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“Today we use the stem Which detail best supports the author's message? and watch for the trap Misreads the lines.”

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

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

CHECK FOR UNDERSTANDING

What does it mean when an answer misreads the lines?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Strong details point directly to the big life lesson. They show the message in action.”

▶ *Read the sentence twice. Students write how it connects to the message on the NOTICE row.*

ANSWER KEY: It supports the message by showing the focus on giving and service.

CHECK FOR UNDERSTANDING

Ask a student to explain the connection between this detail and the message.

COMMON MISCONCEPTION

Students may just retell the detail without connecting it to the message.

POSSIBLE STUDENT QUESTION

How do I know a detail supports the message? It shows the life lesson happening in the story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing supporting details. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another detail that supports the message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

“The best supporting detail shows the message in action. It connects directly to the lesson.”

▶ *Students choose privately, then explain why A best supports the message.*

ANSWER KEY: B. Kids can serve too..

CHECK FOR UNDERSTANDING

Ask a student to explain how A connects to the message about service.

COMMON MISCONCEPTION

Students may pick C because it sounds true, but it is too general to support the specific message.

POSSIBLE STUDENT QUESTION

How do I find the best supporting detail? It should directly connect to the life lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain why B does not support the message.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Strong supporting details show the message happening. They make the lesson feel real."

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

ANSWER KEY: It shows service in action, proving the message that serving your country can mean serving people.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the message because...

COMMON MISCONCEPTION

Students may describe the detail without connecting it to the message. Require the connection.

POSSIBLE STUDENT QUESTION

Why does this detail matter? It shows the message is not just an idea but something people really did.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: A better world starts when each person chooses to help. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Kennedy or the Peace Corps, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. The child recorded an interview is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap twists the words of the text. The text says volunteered, not forced."

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

ANSWER KEY: Misreads the lines. Volunteered is not the same as made everyone serve.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that proves people volunteered.

COMMON MISCONCEPTION

Students may accept it because the Peace Corps is in the text. But the answer changes what actually happened.

POSSIBLE STUDENT QUESTION

How do I spot Misreads the lines? The answer changes what the text really says.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to fix the answer so it matches the text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“You matched a detail to the message today. Strong readers connect details to the big lesson.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because it sounds positive, but exciting does not show service.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem What is the most likely reason the author wrote this selection? and watch for the trap Wrong purpose type.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1
Module 1 . a class or student copy of "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How do you know a text is informational?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Facts and explanations point to inform. Look for a topic sentence that teaches.”

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

ANSWER KEY: Inform. The sentence gives a fact about the Magna Carta.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say persuade because the word important sounds like an opinion. Here it introduces a fact.

POSSIBLE STUDENT QUESTION

How do I know it is a fact? A fact can be checked and is not someone's feeling.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's most likely reason for writing."

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

"The whole text gives facts about the Magna Carta, so the purpose is to inform."

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

ANSWER KEY: A. To inform readers about why the Magna Carta matters.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick C because England is mentioned. The text explains history, not a travel guide.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the most likely reason. Keep the demand at this level.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ Take two or three answers. Push students to connect paragraph 5 to the whole article.

ANSWER KEY: To show the Magna Carta's lasting influence on other governments.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 5 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 1 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Rules should apply to everyone, and people deserve fair treatment. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names King John or the barons, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. The barons wanted the king to follow rules is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap names the wrong purpose type entirely. The text is factual.”

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

ANSWER KEY: Wrong purpose type. The text explains with facts, not a funny story.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is factual.

COMMON MISCONCEPTION

Students may think history sounds like a story. An factual text about history still explains.

POSSIBLE STUDENT QUESTION

How do I know it is factual? It has facts, explanations, and no made-up characters.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“You found the purpose and message on your own today. Informational texts inform with facts.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the Magna Carta was written long ago in a place that sounds like a castle setting.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem Why does the author include paragraph 2? and watch for the trap Too narrow.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1
Module 2 . a class or student copy of "A Promise Written Long Ago" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean to find a paragraph's job?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Some paragraphs set the scene. They give readers the background they need to understand what comes next.”

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

ANSWER KEY: Background. It shows what England was like before the Magna Carta.

CHECK FOR UNDERSTANDING

Ask a student to explain why background matters in an informational text.

COMMON MISCONCEPTION

Students may focus on one detail like farms and miss the bigger job of setting the scene.

POSSIBLE STUDENT QUESTION

How do I find a paragraph's job? Ask: what would be missing if this paragraph were removed?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 4 does.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose why the author includes a paragraph."

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

"The bigger job of paragraph 2 is to give background about England in the 1200s."

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

ANSWER KEY: C. To help readers understand what England was like before the Magna Carta.

CHECK FOR UNDERSTANDING

Ask a student to prove A by describing the paragraph's main idea.

COMMON MISCONCEPTION

Students may pick B because farms are mentioned. Farms are one example, not the whole job.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? It names one small part of the paragraph but misses the bigger job.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain the bigger job in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each paragraph has a job. Ask: how does this paragraph move the article forward?"

▶ Take two or three answers. Push students to connect paragraph 5 to the whole article.

ANSWER KEY: To explain what the barons wanted, setting up the Magna Carta agreement.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 5 to show...

COMMON MISCONCEPTION

Students may retell the paragraph without explaining its job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you understand how the author organized the article.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 7 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: People working together can change how leaders use power. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names King John or the barons, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. King John collected heavy taxes is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap picks one small detail from the paragraph and calls it the whole job.”

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

ANSWER KEY: Too narrow. Farms are one part. The paragraph gives background about all of England.

CHECK FOR UNDERSTANDING

Ask a student to explain the bigger job of paragraph 2.

COMMON MISCONCEPTION

Students may accept it because farms are in the text. But farms are one example, not the whole job.

POSSIBLE STUDENT QUESTION

How do I find the bigger job? Look at the whole paragraph, not just one sentence.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write another Too narrow trap for paragraph 2.

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.

“You found a paragraph's job on your own today. Every paragraph has a reason for being 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because farms are mentioned, but farming is one small detail in the paragraph.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem Which sentence best states a message in the selection? and watch for the trap Overstated claim.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 3 . a class or student copy of "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does Overstated claim mean?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“When a text shows people wanting change, look for a message about fairness or justice.”

▶ *Read the sentence twice. Students write what life lesson this sentence points to on the NOTICE row.*

ANSWER KEY: It points to a message that people will work together for fairness.

CHECK FOR UNDERSTANDING

Ask a student to explain what life lesson this sentence connects to.

COMMON MISCONCEPTION

Students may retell the sentence without finding the bigger lesson.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson about life that is true beyond this text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to find another sentence that connects to the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"An Overstated claim goes too far. The text says the Magna Carta influenced governments, not that all are perfect."

▶ Students choose privately, then explain why B is an Overstated claim.

ANSWER KEY: A. Standing up for fairness can create changes that last for many years..

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because it sounds strong. But the text never says all governments are perfect.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? It says more than the text actually supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to fix B so it matches the text.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a paragraph connects to the message."

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

"Some paragraphs show why the message matters by explaining how hard the change was."

▶ Take two or three answers. Push students to connect paragraph 11 to the message.

ANSWER KEY: It shows the idea was revolutionary, making the lasting change even more meaningful.

CHECK FOR UNDERSTANDING

Ask a student to finish: Paragraph 11 helps the message because...

COMMON MISCONCEPTION

Students may retell the paragraph without connecting it to the message.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter for the message? It shows that fairness required bravery.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 13 does for the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Standing together for fairness can create changes that last for generations. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names King John or the Magna Carta, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. The barons met at Runnymede is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap overstates what the text says. The text is clear that problems continued.”

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

ANSWER KEY: Overstated claim. The text says problems continued even after the Magna Carta.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that proves problems continued.

COMMON MISCONCEPTION

Students may accept it because the Magna Carta was important. Important does not mean it fixed everything.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? It says more than the text supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the claim so it matches the text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“You found the message on your own today. You checked that it fits the text and does not overstate.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because it sounds strong, but the text clearly states the Magna Carta did not solve every 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.

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“Today we practice writing a short response about purpose and watch for the trap Plausible but unsupported.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 4 . a class or student copy of "A Promise Written Long Ago" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What makes an answer Plausible but unsupported?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“When you write a short response, you name the purpose and then prove it with sentences from the text.”

▶ *Read the sentence twice. Students write what evidence it gives about the purpose on the NOTICE row.*

ANSWER KEY: Evidence that the Magna Carta is important because it has lasted over 800 years.

CHECK FOR UNDERSTANDING

Ask a student to explain how this evidence connects to the purpose.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

How do I use evidence? I quote or describe a detail from the text and explain how it proves the purpose.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to find another piece of evidence for the purpose.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the best evidence for the purpose."

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

"The best evidence shows the big reason the author wrote, not just one small fact."

▶ Students choose privately, then explain why B is stronger evidence.

ANSWER KEY: B. Its ideas shaped governments and protected rights..

CHECK FOR UNDERSTANDING

Ask a student to explain why B is better evidence than A.

COMMON MISCONCEPTION

Students may pick A because it is easy to find. But it does not prove the purpose.

POSSIBLE STUDENT QUESTION

How do I pick the best evidence? It connects directly to why the author wrote the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find a third piece of evidence.

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 write a short response about the author's purpose using evidence."

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

"A strong short response names the purpose first, then gives at least one piece of evidence."

▶ Take two or three answers. Push students to include both the purpose and the evidence.

ANSWER KEY: Purpose: to explain the Magna Carta. Evidence: it shaped governments and protected rights.

CHECK FOR UNDERSTANDING

Ask a student to read their short response. Does it name the purpose and give evidence?

COMMON MISCONCEPTION

Students may name the purpose but forget to include evidence.

POSSIBLE STUDENT QUESTION

What makes a short response strong? It names the purpose and proves it with text evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about writing a short response. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a second piece of evidence to their response.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Fair laws protect people and help communities trust their leaders. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names the Magna Carta, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. The U.S. Constitution limits power is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"Plausible but unsupported answers sound reasonable, but the text does not back them up."

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

ANSWER KEY: Plausible but unsupported message. The text says many, not every country.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that shows the difference between many and every.

COMMON MISCONCEPTION

Students may accept it because it sounds true. But the text does not say every country.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? It sounds right but I cannot find proof in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the answer so the text supports it.

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.

“You wrote a short response today with purpose, message, and evidence. Strong work.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the Magna Carta is described as important, but the text never says every government is perfect.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem What is the most likely reason the author wrote this selection? and watch for the trap Wrong purpose type.”

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

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

CHECK FOR UNDERSTANDING

How do you know the purpose is to inform?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Definitions and explanations point to inform. The author is teaching, not persuading or entertaining.”

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

ANSWER KEY: Inform. The sentence defines renewable resources.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say persuade because the text talks about advantages. Listing advantages as facts is informing, not persuading.

POSSIBLE STUDENT QUESTION

How do I tell inform from persuade? Inform gives facts. Persuade tries to change your mind.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's most likely reason for writing."

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

"The whole text gives facts about renewable and nonrenewable resources. That is informing."

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

ANSWER KEY: C. To inform readers about different types of energy resources.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because the text mentions disadvantages. Explaining disadvantages is still informing.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the most likely reason. Keep the demand at this level.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ Take two or three answers. Push students to connect paragraph 4 to the whole article.

ANSWER KEY: To introduce nonrenewable resources so readers can compare them to renewable ones.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 4 to show...

COMMON MISCONCEPTION

Students may only name coal or oil. Require the paragraph's job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you understand how the author organized the content.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 2 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Understanding resources helps people make responsible choices. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names coal or solar panels, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Solar energy depends on sunlight is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap says convince when the author is explaining. The text gives both sides."

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

ANSWER KEY: Wrong purpose type. The author explains with facts about both types of energy.

CHECK FOR UNDERSTANDING

Ask a student to find a sentence that shows the author is fair to both types.

COMMON MISCONCEPTION

Students may think discussing problems means convincing. Explaining disadvantages is still explaining.

POSSIBLE STUDENT QUESTION

How do I tell explain from convince? Explain gives facts about both sides. Convince pushes one side.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a sentence that would change the purpose to convince.

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.

“You found the purpose on your own today. Informational texts teach with facts about both sides.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the text mentions environmental damage, but the author presents both sides, not one argument.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“Today we use the stem Why does the author begin with a question? and watch for the trap Misreads the lines.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2 Module 2 . a class or student copy of "The Energy We Use Everyday" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Why would an author start with a question instead of a statement?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice why the author begins with a question.”

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

“An opening question grabs your attention and gets you thinking about the topic before you even start reading.”

▶ *Read the sentence twice. Students write why the author uses a question on the NOTICE row.*

ANSWER KEY: The question hooks readers by making them think about energy they use.

CHECK FOR UNDERSTANDING

Ask a student to explain how the question connects to the rest of the article.

COMMON MISCONCEPTION

Students may say the author wants an answer. The question is a hook, not a real quiz.

POSSIBLE STUDENT QUESTION

Why use a question? It makes readers curious and ready to learn about the topic.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an opening question's job. Keep the demand at this level.

RAISE THE THINKING

Ask how the article would feel different if it started with a plain fact instead.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose why the author begins with a question."

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

"The question is a hook. It grabs attention and leads into the topic."

▶ Students choose privately, then explain why A and C misread what the question does.

ANSWER KEY: B. To hook readers and introduce the topic of energy resources.

CHECK FOR UNDERSTANDING

Ask a student to prove B by explaining what comes after the question.

COMMON MISCONCEPTION

Students may pick A because questions usually want answers. This question is a writing tool, not a test.

POSSIBLE STUDENT QUESTION

How do I know the question is a hook? The article answers it, which means it sets up the topic.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why the author uses a question. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find where the article begins answering the opening question.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show how the opening question connects to the whole article.”

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

“An opening question is a setup. The whole article is the answer.”

▶ *Take two or three answers. Push students to connect the question to the article's structure.*

ANSWER KEY: The question sets up the topic, and the article answers it with facts about energy.

CHECK FOR UNDERSTANDING

Ask a student to finish: The question connects to the article because...

COMMON MISCONCEPTION

Students may retell the question without explaining its job for the whole article.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It shows how the author organizes the text.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting an opening to the whole text. Keep the demand at this level.

RAISE THE THINKING

Ask how removing the question would change the reader's experience.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Learning about resources helps people protect the planet. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names solar panels, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Wind turbines use moving air is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap changes what the question does. The text never says it is a quiz.”

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

ANSWER KEY: Misreads the lines. The question hooks readers. It is not a quiz.

CHECK FOR UNDERSTANDING

Ask a student to prove the article is not a quiz.

COMMON MISCONCEPTION

Students may accept it because the article starts with a question. Not all questions are quizzes.

POSSIBLE STUDENT QUESTION

How do I spot Misreads the lines? The answer changes what the text actually says.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain the real job of the opening question.

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.

“You explained the question's job on your own today. Opening questions set up the whole article.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because they think questions always need answers first, but this question is a hook.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“Today we use the stem Why does the author include the Taino point of view? and watch for the trap Too narrow audience.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2 Module 3 . a class or student copy of "Columbus's Arrival" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Why would an author include more than one point of view?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice clues about why the author includes different viewpoints.”

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

“When an author includes a different viewpoint, it helps readers see more than one side of a story.”

▶ *Read the sentence twice. Students write why the author includes the Taino perspective on the NOTICE row.*

ANSWER KEY: To show the Taino's response and give a fuller picture of the event.

CHECK FOR UNDERSTANDING

Ask a student to explain why including the Taino viewpoint matters.

COMMON MISCONCEPTION

Students may focus only on the trading detail and miss the bigger reason for the viewpoint.

POSSIBLE STUDENT QUESTION

Why include another viewpoint? It helps readers understand an event from more than one side.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing why viewpoints are included. Keep the demand at this level.

RAISE THE THINKING

Ask how the article would be different without the Taino perspective.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose why the author includes a point of view."

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

"Including multiple viewpoints helps all readers understand the full event."

▶ Students choose privately, then explain why A is Too narrow audience.

ANSWER KEY: A. To help readers understand the event from more than one perspective.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because Columbus is the main figure. But the author gives both sides on purpose.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It says the author wrote only for one group.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why a viewpoint is included. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the Taino viewpoint adds that Columbus's does not.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each paragraph has a job. This one shows the relationship was not always peaceful."

▶ Take two or three answers. Push students to connect paragraph 13 to the whole article.

ANSWER KEY: To show relationships changed, adding context about the effects of Columbus's arrival.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 13 to show...

COMMON MISCONCEPTION

Students may only name the conflict. Require how it connects to the bigger picture.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter? It shows how the arrival affected both groups.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 18 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Understanding events from different perspectives leads to a fuller truth. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Columbus or the Taino, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Columbus reached the Caribbean in 1492 is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap says the text was only for one audience. The text is for all readers."

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

ANSWER KEY: Too narrow audience. The article is for all students, not just one group.

CHECK FOR UNDERSTANDING

Ask a student to prove the article is written for everyone.

COMMON MISCONCEPTION

Students may accept it because the Taino are discussed. Including a viewpoint does not mean the audience is only that group.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow audience? It claims the text is only for one group when it is for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain who the real audience is.

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.

“You explained why the author includes a viewpoint today. Multiple perspectives give a fuller picture.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because the text discusses hardships, but the author presents multiple viewpoints without arguing one is wrong.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem Which sentence best states a message in the selection? and watch for the trap Detail, not the message.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2
Module 4 . a class or student copy of "Columbus's Arrival" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How do you tell a message from a detail in a history text?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

“Today's thinking job is NOTICE. I can notice whether a sentence is a detail or a message.”

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

“A message sounds like a lesson for everyone. A detail is a fact about what happened.”

▶ *Read the sentence twice. Students write whether it is a detail or a message on the NOTICE row.*

ANSWER KEY: Message. The sentence teaches a lesson true beyond this text.

CHECK FOR UNDERSTANDING

Ask a student to explain why this sentence is a message, not a detail.

COMMON MISCONCEPTION

Students may confuse a message with the topic. The topic is Columbus, but the message is about viewpoints.

POSSIBLE STUDENT QUESTION

How do I know it is a message? It would still be true for people learning about any event.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to find a detail sentence and compare it to this message sentence.

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 states the message.”

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

“A message is a lesson for all people. A detail only tells what happened.”

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

ANSWER KEY: B. Multiple viewpoints help people see a fuller picture of the past..

CHECK FOR UNDERSTANDING

Ask a student to prove B is true beyond this text.

COMMON MISCONCEPTION

Students may pick A because it is an easy fact to remember. Facts about people are details.

POSSIBLE STUDENT QUESTION

What makes B a message? It teaches something true for people studying any event.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a paragraph connects to the message."

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

"Paragraphs that show another side of the story help prove the message about viewpoints."

▶ Take two or three answers. Push students to connect paragraph 18 to the message.

ANSWER KEY: It shows the Taino's side, proving that multiple viewpoints give a fuller picture.

CHECK FOR UNDERSTANDING

Ask a student to finish: Paragraph 18 helps the message because...

COMMON MISCONCEPTION

Students may retell the paragraph without connecting it to the message about viewpoints.

POSSIBLE STUDENT QUESTION

Why does this paragraph matter? It demonstrates the message in action.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 29 does for the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Multiple viewpoints help people understand the truth. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Columbus or the ships, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Columbus claimed the land for Spain is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap picks a fact from the text and calls it the message. A message must be a life lesson."

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

ANSWER KEY: Detail, not the message. The ships are a fact, not a lesson for everyone.

CHECK FOR UNDERSTANDING

Ask a student to explain why a fact about ships is not a message.

COMMON MISCONCEPTION

Students may accept it because the ships are important to the story. Important to the story is not the same as a life lesson.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail is about this story. A message is about all people.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the detail as a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“You found the message on your own today. A message is a lesson that reaches beyond the facts.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because it is an easy fact. But a fact about a birthplace is not a lesson for all people.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem What is the most likely reason the poet wrote this poem? and watch for the trap Wrong purpose type.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3
Module 1 . a class or student copy of "A Lone Star Choice" . the student
tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can a poem explain? How?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“A poem can explain when it gives real facts, even if it uses rhyme and rhythm.”

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

ANSWER KEY: Explain. The lines give historical facts about Texas statehood.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say share a story because it rhymes. Rhyme is a tool, not a purpose. The content is factual.

POSSIBLE STUDENT QUESTION

Can a poem explain? Yes, when it teaches facts using rhythm and rhyme.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poet's purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how these lines would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the poet's most likely reason for writing."

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

"The whole poem gives facts about Texas history, so the purpose is to explain."

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

ANSWER KEY: C. To teach readers about how Texas became a state.

CHECK FOR UNDERSTANDING

Ask a student to prove A with lines from the poem.

COMMON MISCONCEPTION

Students may pick C because poems often share a story. But this poem teaches history.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poet's purpose. Keep the demand at this level.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why a poet includes certain lines."

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

"Each group of lines has a job, just like paragraphs in an article."

▶ Take two or three answers. Push students to connect lines 17-20 to the whole poem.

ANSWER KEY: To show the war's lasting effects, supporting the idea that choices reshape history.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet includes these lines to show...

COMMON MISCONCEPTION

Students may only retell the lines. Require how they help the purpose.

POSSIBLE STUDENT QUESTION

Why do these lines matter? They show that choices have lasting consequences.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining lines' job in a poem. Keep the demand at this level.

RAISE THE THINKING

Ask what job lines 1-4 do.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The purpose is about this poem. The message is a life lesson that would still be true anywhere."

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

ANSWER KEY: Example: Choices can reshape the future for everyone. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Texas or the war, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a line. Texas joined the U.S. is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap names a purpose the poet is not using at all."

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

ANSWER KEY: Wrong purpose type. The poem explains about history, not convinces about careers.

CHECK FOR UNDERSTANDING

Ask a student to prove there is no persuasion in the poem.

COMMON MISCONCEPTION

Students may accept it because leaders are mentioned. Mentioning leaders does not mean the poet wants readers to become one.

POSSIBLE STUDENT QUESTION

How do I spot Wrong purpose type? The answer names a purpose that is nowhere in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

“You found the poet's purpose on your own today. A poem can explain when it teaches facts.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because poems often share a story, but this poem teaches history through rhyme.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Today we use the stem What message does the poet want readers to understand? and watch for the trap Plausible but unsupported.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 2 . a class or student copy of "A Lone Star Choice" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does Plausible but unsupported mean?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"When a poem ends with a big idea that goes beyond the facts, that is usually the message."

▶ Read the lines twice. Students write what life lesson they point to on the NOTICE row.

ANSWER KEY: Choices reshape the future. This lesson goes beyond Texas.

CHECK FOR UNDERSTANDING

Ask a student to explain why this is a message, not a detail.

COMMON MISCONCEPTION

Students may focus on Texas and miss the bigger lesson about choices.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson that would be true even without the specific facts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another line that connects to the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the message the poet wants readers to understand."

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

"A Plausible but unsupported answer might sound reasonable, but the poem does not back it up."

▶ *Students choose privately, then explain why A and B are not supported.*

ANSWER KEY: A. The choices people make can shape the future in lasting ways..

CHECK FOR UNDERSTANDING

Ask a student to prove C with lines from the poem.

COMMON MISCONCEPTION

Students may pick A because it sounds like an opinion the poem could hold. But the poem does not judge the decision.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? It sounds possible but I cannot find proof in the poem.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain what lines prove C.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how lines in a poem connect to the message."

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

"When lines show a choice leading to a lasting result, they support the message."

▶ Take two or three answers. Push students to connect lines 21-22 to the message.

ANSWER KEY: They show the choice shaped Texas permanently, proving choices have lasting effects.

CHECK FOR UNDERSTANDING

Ask a student to finish: Lines 21-22 help the message because...

COMMON MISCONCEPTION

Students may only retell the lines without connecting them to the message.

POSSIBLE STUDENT QUESTION

Why do these lines matter? They show the message in action.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what lines 9-10 do for the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The purpose is about this poem. The message is a life lesson true for people anywhere."

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

ANSWER KEY: Example: Decisions today shape the world for years to come. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Texas or Mexico, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a line. Texas was part of Mexico is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap sounds like it could be true, but the poem never says wars are easy. Check the actual words."

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

ANSWER KEY: Plausible but unsupported message. The poem shows the war was difficult, not easy.

CHECK FOR UNDERSTANDING

Ask a student to find lines that prove the war was not easy.

COMMON MISCONCEPTION

Students may accept it because the U.S. gained land. Gaining land does not mean the war was easy.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? It sounds possible but the poem does not back it up.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the answer so the poem supports it.

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.

“You found the poet's message on your own today. Messages go beyond the facts to teach a life lesson.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the poem mentions concerns, but the poem does not argue Texas should have stayed independent.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we use the stem Why does the playwright include the narrator? and watch for the trap Too narrow.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 3 . a class or student copy of "Making It Happen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What job does a narrator do in a drama?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the job a narrator does in a drama.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The narrator fills in what the audience cannot see from dialogue alone.”

▶ *Read the sentence twice. Students write the narrator's job on the NOTICE row.*

ANSWER KEY: The narrator shows Aaliyah's thoughts, connecting scenes for the audience.

CHECK FOR UNDERSTANDING

Ask a student to explain why the narrator is needed here.

COMMON MISCONCEPTION

Students may focus on packing bags and miss the narrator's real job.

POSSIBLE STUDENT QUESTION

Why does the drama need a narrator? Characters talk, but the narrator explains what happens between the talking.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a narrator's job. Keep the demand at this level.

RAISE THE THINKING

Ask how the drama would feel different without the narrator.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the playwright includes the narrator."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The narrator's job is to guide the audience and fill in what dialogue cannot show."

▶ *Students choose privately, then explain why A and C are Too narrow.*

ANSWER KEY: C. To guide the audience through scenes and share what characters are thinking.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a narrator line from the drama.

COMMON MISCONCEPTION

Students may pick A because the narrator mentions the classroom. The classroom is a setting, not the narrator's job.

POSSIBLE STUDENT QUESTION

How do I find the narrator's bigger job? Look at all the narrator's lines, not just one.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the narrator's job. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another narrator line that proves the same job.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show why a playwright includes narrator lines.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Narrator lines bridge scenes and show what characters are realizing.”

▶ *Take two or three answers. Push students to connect the narrator's lines to the story's purpose.*

ANSWER KEY: The narrator bridges the classroom lesson and real-world discovery.

CHECK FOR UNDERSTANDING

Ask a student to finish: The playwright includes this narrator line to show...

COMMON MISCONCEPTION

Students may only retell the scene. Require the narrator's job in moving the story forward.

POSSIBLE STUDENT QUESTION

Why do narrator lines matter? They show what characters learn between scenes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a narrator's job in a scene. Keep the demand at this level.

RAISE THE THINKING

Ask what job the narrator does in Scene 5.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the playwright's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this drama. The message is a life lesson that would still be true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Good ideas become real with hard work and support. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Mr. Patel or Aaliyah, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a character's line. Mr. Patel got a loan is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the playwright wrote this. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap picks one tiny detail and calls it the narrator's whole job."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The narrator's job is much bigger than describing backpacks.

CHECK FOR UNDERSTANDING

Ask a student to name the narrator's real job.

COMMON MISCONCEPTION

Students may accept it because the narrator mentions backpacks. One mention is not the whole job.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? The answer is too small to be the full reason.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Too narrow trap for this drama.

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.

“You explained the narrator's job today. Narrators guide the audience and connect the scenes.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the narrator mentions the school day, but the time is one detail, not the whole job.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we use the stem What is the main message of the drama? and watch for the trap Overstated claim.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 4 . a class or student copy of "Making It Happen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What is an Overstated claim?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the drama's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When a narrator or character says something that sounds like a lesson for all people, that is often the message.”

▶ *Read the lines twice. Students write what life lesson they point to on the NOTICE row.*

ANSWER KEY: Big accomplishments start with small ideas and support from others.

CHECK FOR UNDERSTANDING

Ask a student to explain why this is a message, not a detail.

COMMON MISCONCEPTION

Students may focus on the word accomplishments and miss the lesson about ideas and support.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson that is true for people beyond this drama.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues in a drama. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another line that connects to the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the main message of the drama."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An Overstated claim goes too far. The drama shows businesses need work and support, not that everyone gets rich."

▶ Students choose privately, then explain why A is Overstated and B is a detail.

ANSWER KEY: B. Good ideas grow when people work hard and support each other..

CHECK FOR UNDERSTANDING

Ask a student to prove C with a line from the drama.

COMMON MISCONCEPTION

Students may pick A because the drama discusses success. But the drama never says everyone becomes a millionaire.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? It says more than the text shows.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the drama's message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to fix A so it matches the drama.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a scene connects to the message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Each scene gives examples that prove the message. Look for how characters show the lesson."

▶ *Take two or three answers. Push students to connect Scene 3 to the message.*

ANSWER KEY: Mr. Patel's story proves that success needs hard work, patience, and support.

CHECK FOR UNDERSTANDING

Ask a student to finish: Scene 3 helps the message because...

COMMON MISCONCEPTION

Students may retell the scene without connecting it to the message.

POSSIBLE STUDENT QUESTION

Why does this scene matter? It gives real examples that prove the life lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting scenes to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what Scene 5 does for the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the playwright's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this drama. The message is a life lesson true for everyone."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Every accomplishment begins with an idea, hard work, and support. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names bookmarks or bracelets, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a character's line. Selling bracelets is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the playwright wrote this. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap goes too far. The drama shows that success takes time, not that it is instant.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Overstated claim. The drama says success takes time, not that it is instant.

CHECK FOR UNDERSTANDING

Ask a student to find the line that proves success takes time.

COMMON MISCONCEPTION

Students may accept it because characters do succeed. But the drama is clear that it takes time and effort.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? It says more than the text shows.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the claim so it matches the drama.

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.

“You found the drama’s message today. Messages go beyond the plot to teach a life lesson.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the drama discusses business success, but it never says every business makes millions.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we use the stem What is the most likely reason the author wrote this selection? and watch for the trap Wrong purpose type.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 1 . a class or student copy of "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What makes a text a biography?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When an author gives facts about a real person's life, the purpose is to explain.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Explain. The sentence gives a historical fact about Mansa Musa.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say share a story because the topic sounds interesting. Interesting facts are still facts.

POSSIBLE STUDENT QUESTION

How do I know it is factual? It gives facts about a real person that can be checked.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues in a biography. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to share a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the author's most likely reason for writing."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The whole text gives facts about a real king and his kingdom. That is explaining."

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: A. To teach readers about Mansa Musa and how his leadership helped Mali grow.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick C because gold and a rich king sounds like a fairy tale. But the text gives real history.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the most likely reason. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. Ask: how does this paragraph help the big purpose?"

▶ Take two or three answers. Push students to connect paragraph 3 to the whole article.

ANSWER KEY: To show Mansa Musa's generosity, helping readers understand why he is remembered.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 3 to show...

COMMON MISCONCEPTION

Students may only retell the gold detail. Require how it connects to the purpose.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 2 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Wise leaders help communities grow through trade and learning. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names Mansa Musa or Mali, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Mansa Musa gave away gold is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap names the wrong purpose type. Gold does not make a text a fairy tale.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Wrong purpose type. The text explains with real historical facts, not a made-up story.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is factual.

COMMON MISCONCEPTION

Students may think gold and a king sounds like a fairy tale. But the text gives real facts about history.

POSSIBLE STUDENT QUESTION

How do I know it is not a fairy tale? The people and places are real and can be checked.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“You found the purpose on your own today. A biography explains readers about a real person.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because gold and a rich king sounds like a fairy tale, but the text teaches real history.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Today we use the stem Why does the author include the detail about the journey? and watch for the trap Too narrow.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 2 . a class or student copy of "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Why would an author include a detail about a journey?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice why an author includes a specific detail.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“When an author gives a detail about size or distance, it is usually to show something bigger about the person or place.”

▶ Read the sentence twice. Students write why the author includes this detail on the NOTICE row.

ANSWER KEY: To show the journey was large and impressive, proving Mali's wealth and power.

CHECK FOR UNDERSTANDING

Ask a student to explain what this detail teaches readers about Mansa Musa.

COMMON MISCONCEPTION

Students may focus on the miles and miss why the author included that number.

POSSIBLE STUDENT QUESTION

Why does the detail matter? It shows readers that Mali was rich enough to fund a huge journey.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing why a detail is included. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another detail that supports the same idea.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author includes a detail."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The detail about the journey shows Mali's wealth and Mansa Musa's importance."

▶ Students choose privately, then explain why A and C are Too narrow.

ANSWER KEY: C. To show the pilgrimage's size and Mali's wealth.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a sentence from the text.

COMMON MISCONCEPTION

Students may miss that the journey detail is about Mali's wealth, not just travel.

POSSIBLE STUDENT QUESTION

How do I find the bigger reason? Ask: what does this detail teach about the person or topic?

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why a detail is included. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the gold detail adds.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a specific detail."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"When an author gives a striking detail, ask: what does this show about the person?"

▶ Take two or three answers. Push students to connect the gold detail to the bigger purpose.

ANSWER KEY: To show generosity and wealth, helping readers understand Mansa Musa's lasting fame.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this detail to show...

COMMON MISCONCEPTION

Students may only retell that he gave away gold. Require what it teaches about him.

POSSIBLE STUDENT QUESTION

Why does this detail matter? It shows that Mansa Musa used wealth to help others.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the detail about Timbuktu's learning shows.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Strong leadership and wise choices help communities grow. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names camels or gold, it is a Detail, not the message.

COMMON MISCONCEPTION

Students often copy a passage fact. Traders used camels is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap picks one small fact from the journey and calls it the whole reason."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The journey detail shows wealth and generosity, not just camel facts.

CHECK FOR UNDERSTANDING

Ask a student to explain the bigger reason for the journey detail.

COMMON MISCONCEPTION

Students may accept it because camels are mentioned. One fact about camels is not the purpose of the detail.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? The answer is true but too small to be the whole reason.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write another Too narrow trap for this detail.

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.*

“You explained why the author included a detail today. Details are there for a reason, and the reason is usually bigger than the detail itself.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because camels are mentioned, but one travel fact is not the reason for including the journey detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice finding the message. STAAR asks which sentence best states a message. Watch for traps like Plausible but unsupported and Detail, not the message.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 3 . a class or student copy of "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why a detail about Mansa Musa is not the same as the message?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues that point to a big life lesson.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Details tell what happened. The message tells what we can learn from it.”

▶ *Read the sentence twice. Students write one life lesson the detail could point to on the NOTICE row.*

ANSWER KEY: Leaders who invest in schools and buildings help their people succeed.

CHECK FOR UNDERSTANDING

Ask a student whether this lesson is only about Mali or true for leaders anywhere.

COMMON MISCONCEPTION

Students may write that Mansa Musa protected trade routes. That is a detail about him, not a life lesson.

POSSIBLE STUDENT QUESTION

How do I know it is a message? A message is true beyond this passage.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask how this life lesson could apply to a school principal.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be true beyond Mansa Musa and Mali.”

▶ *Students choose privately, then tell a partner why A and B are details, not the message.*

ANSWER KEY: A. Wise leaders invest in both trade and learning to help many people succeed.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the text talks about gold and salt. That is a detail about Mali.

POSSIBLE STUDENT QUESTION

What makes C a message? It is a life lesson true for leaders anywhere.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite C in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show how a detail supports the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Ask: how does this detail connect to the bigger lesson?”

▶ *Students write how the pilgrimage detail connects to the life lesson on the SHOW row.*

ANSWER KEY: The pilgrimage shows his generosity, which supports the message about using wealth to help others.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail helps the message because...

COMMON MISCONCEPTION

Students may only retell the detail. Push them to connect it to the life lesson.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It proves the message with evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting details to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail from the text also supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: When leaders use resources wisely, they can improve life for many people now and in the future.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a leader today? If it only names Mansa Musa or Mali, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact, like Mansa Musa built schools. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened in the text. A message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message could apply to a community leader today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer is a fact from the passage. It does not teach a life lesson for everyone."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. It is a detail about one person, not a big life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain why being rich is a detail, not a message.

COMMON MISCONCEPTION

Students may accept it because the text does say he was rich. Being rich is a fact, not a lesson.

POSSIBLE STUDENT QUESTION

How do I know it is not the message? It only describes Mansa Musa. A message is true for people everywhere.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn this detail into a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and find the big life lesson. Copy one sentence that proves your message is supported by the text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because it sounds important, but it is a detail about Mali, not a life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice explaining the author's purpose using evidence. The stem asks for a short response. Watch for the Misreads the lines trap, where someone twists what the text actually says.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 4 . a class or student copy of "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name one detail from the text that proves the author's purpose?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice how the author builds the purpose with details.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When an author shares facts and explains events, the purpose is usually to explain.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: explain. The sentence gives facts about Mansa Musa's understanding of trade.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because the text makes Mansa Musa sound good. Teaching facts is explaining, not convincing.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author gives facts without asking me to do something.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Main purpose means the reason for the whole text, not just one paragraph."

▶ *Students choose privately, then name the trap in A and C with a partner.*

ANSWER KEY: B. to teach readers about how Mansa Musa's leadership helped Mali grow.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because camels are in the text. That is one detail, not the whole purpose.

POSSIBLE STUDENT QUESTION

What makes A Too narrow? It covers only one part of the text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the author uses details to support the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each detail in the text has a job. Ask: how does this detail help prove the purpose?"

▶ Students write how the detail about Timbuktu connects to the purpose on the SHOW row.

ANSWER KEY: The growth of Timbuktu proves Mansa Musa's leadership helped Mali succeed.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this detail to show...

COMMON MISCONCEPTION

Students may only retell the fact. Push them to explain how it proves the purpose.

POSSIBLE STUDENT QUESTION

Why does connecting details to the purpose matter? It helps you write strong short responses.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how details prove purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail from the text also proves the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: Strong leadership means making choices that help many people, not just yourself.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a leader in another country? If it only names Mali, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often write that Mansa Musa was a good leader. That is a detail about him, not a message for everyone.

POSSIBLE STUDENT QUESTION

How is the message different from a detail about Mansa Musa? A message is true beyond this passage.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to leaders today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap takes one detail and pretends it is the whole reason the author wrote the text.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The text is about Mansa Musa's leadership, not about camels.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is not mainly about camels.

COMMON MISCONCEPTION

Students may accept it because camels are mentioned. The text uses camels as one detail, not the main topic.

POSSIBLE STUDENT QUESTION

How do I know it misreads the lines? It changes what the text is mainly about.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap about this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, then find one detail that proves it. Write the message as a life lesson.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the text does teach about African history, but the author explains rather than convinces.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice finding the purpose of a profile. STAAR asks what is the most likely reason the author wrote this selection. Watch for the Too narrow audience trap, which limits who the text is for.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 1 . a class or student copy of "Voices That Shaped Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why the purpose must cover all three musicians, not just one?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Facts and explanations point to explain. The author teaches us about these musicians."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: explain. The sentence gives facts about how artists helped shape culture.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say amuse because music is fun. The text gives facts about musicians, not a made-up story.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author explains facts without telling a story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to tell a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole text, not one section.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: C. To explain how diverse musicians shaped Texas culture.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because boleros are mentioned. That is one detail, not the whole purpose.

POSSIBLE STUDENT QUESTION

What makes B Too narrow? It covers only one small topic from the text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show why an author includes a detail.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Each detail has a job. Ask: how does this detail help the big purpose?”

▶ *Take two or three answers. Push students to connect Bledsoe's story to the whole article's purpose.*

ANSWER KEY: To show that diverse artists helped shape Texas culture despite barriers.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes Bledsoe's story to show...

COMMON MISCONCEPTION

Students may only retell that Bledsoe was in Show Boat. Require the connection to the purpose.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It proves the purpose with evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job the section about Mendoza does for the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: When people share their voices and traditions, they help build a stronger and richer community.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true in another state? If it only names Texas musicians, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often name one musician instead of stating a life lesson. A message is true beyond this text.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. A message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to sharing culture in your school.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap limits who the text is for. The author wrote for everyone, not just one group."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow audience. The text covers three artists from different backgrounds.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is for all readers, not just one group.

COMMON MISCONCEPTION

Students may accept it because Mendoza is in the text. But the text includes Bledsoe and Silva too.

POSSIBLE STUDENT QUESTION

How do I know it is a Too narrow audience trap? It limits who the text is written for.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and write the purpose that covers the whole text. Copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because Silva is discussed, but the text covers all three artists, not just one.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice explaining why an author opens a text a certain way. STAAR asks why the author begins by describing the radio. Watch for the Misreads the lines trap, where someone twists the meaning.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 2 . a class or student copy of "Voices That Shaped Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the difference between retelling the opening and explaining its job?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the job of an author's opening."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening has a job. It usually introduces the topic or grabs the reader's attention."

▶ Read the sentence twice. Students write the job of the opening on the NOTICE row.

ANSWER KEY: The opening uses something familiar, the radio, to introduce the topic of Texas music.

CHECK FOR UNDERSTANDING

Ask a student to explain the job of the opening in their own words.

COMMON MISCONCEPTION

Students may just say the author talks about a radio. That retells the opening but does not explain its job.

POSSIBLE STUDENT QUESTION

How do I know the job? Ask: what does this opening make the reader think about?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an opening's job. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would feel different if it started with a date instead.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author opens the text this way."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening introduces the reader to the topic. It is not the main topic itself."

▶ Students choose privately, then tell a partner why A and B do not explain the opening's job.

ANSWER KEY: B. To connect readers to something familiar before introducing the topic of Texas musicians.

CHECK FOR UNDERSTANDING

Ask a student to explain how the radio connects to the topic.

COMMON MISCONCEPTION

Students may pick A because the sentence mentions a radio. The text is about music and culture, not how radios work.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It twists what the text says into something different.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the author opens this way. Keep the demand at this level.

RAISE THE THINKING

Ask a student what other opening could introduce this topic.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the opening connects to the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening has a job. Ask: how does this beginning connect to the main purpose?"

▶ Students write how the radio opening connects to the purpose on the SHOW row.

ANSWER KEY: The radio opening introduces the idea that Texas music comes from many backgrounds, which is the purpose.

CHECK FOR UNDERSTANDING

Ask a student to finish: The opening connects to the purpose because...

COMMON MISCONCEPTION

Students may only retell that the author mentions a radio. Require the connection to the purpose.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It shows that every part of the text supports the purpose.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting the opening to the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how paragraph 2 continues the job the opening started.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Culture grows stronger when people share their traditions and voices with others.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true in another state? If it names only Texas musicians, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often copy a detail about one artist. The message must be true beyond this text.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells about one person. A message is for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to sharing culture in your classroom.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap twists the opening into something the text never says."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The radio is used to introduce the topic, not to teach about stations.

CHECK FOR UNDERSTANDING

Ask a student to prove the text does not teach about radio stations.

COMMON MISCONCEPTION

Students may accept it because a radio is mentioned. The radio is a way to introduce the topic, not the topic itself.

POSSIBLE STUDENT QUESTION

How do I know it misreads the lines? It changes the purpose of the opening.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap about this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain what job the opening does. Then write the purpose and message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the word radio appears, but the text uses the radio as an introduction, not to explain technology.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice finding the message about culture. STAAR asks which sentence best states a message. Watch for the Detail, not the message trap, which names specific facts instead of a life lesson.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 3 . a class or student copy of "Voices That Shaped Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why naming a specific musician is a detail, not a message?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues that point to a big life lesson.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Details tell what happened. The message tells what we can learn from it.”

▶ *Read the sentence twice. Students write one life lesson the sentence could point to on the NOTICE row.*

ANSWER KEY: Music helps people share who they are, which can bring communities together.

CHECK FOR UNDERSTANDING

Ask a student whether this lesson is only about Texas or true for people anywhere.

COMMON MISCONCEPTION

Students may write that people in Texas like music. That is a detail, not a message.

POSSIBLE STUDENT QUESTION

How do I know it is a message? A message is true beyond this passage.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask how this life lesson applies to sharing culture in your own community.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be true beyond these specific musicians.”

▶ *Students choose privately, then tell a partner why B and C are details, not the message.*

ANSWER KEY: A. Sharing traditions and voices from different backgrounds helps a community grow stronger.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because Mendoza is discussed a lot. That is a fact about her, not a life lesson.

POSSIBLE STUDENT QUESTION

What makes A a message? It is true for any community, not just Texas.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite A in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show how a detail supports the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Ask: how does this detail connect to the bigger lesson?”

▶ *Students write how Silva's detail connects to the life lesson on the SHOW row.*

ANSWER KEY: Silva's music reached many listeners, showing that sharing traditions strengthens culture.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the message because...

COMMON MISCONCEPTION

Students may only retell that Silva sang boleros. Push them to connect it to the message.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It proves the message with evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting details to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail from the text also supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: When people from different backgrounds share their traditions, everyone learns and the community becomes stronger.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true in another community? If it only names Texas, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often write about one musician. The message must go beyond specific people.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells about specific people. A message is for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to your school.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer names a specific person and tells a fact. A message is bigger than one person."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Detail, not the message. It is a fact about Bledsoe, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain why a fact about one person is not a message.

COMMON MISCONCEPTION

Students may accept it because it is true. Being true does not make it a message. It must be a life lesson.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It names Bledsoe specifically and only retells a fact.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn this detail into a real message.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and find the big life lesson. Copy one sentence that proves your message is supported by the text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because Mendoza is discussed first, but naming one person's fact is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we explain both the purpose and the message in a short response. Watch for the Plausible but unsupported trap, where an answer sounds good but the text does not back it up.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 4 . a class or student copy of "Voices That Shaped Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain both the purpose and the message of this text in one or two sentences?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the difference between purpose and message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Purpose is about this text. Message is a lesson that reaches beyond it.”

▶ *Read the sentence twice. Students write whether it points to purpose or message on the NOTICE row.*

ANSWER KEY: Message. Music is more than sound points to a life lesson about culture and connection.

CHECK FOR UNDERSTANDING

Ask a student to explain why this is a message, not just the purpose.

COMMON MISCONCEPTION

Students may confuse purpose and message. Purpose is why the author wrote it. Message is the life lesson.

POSSIBLE STUDENT QUESTION

How do I tell them apart? Purpose says why this text was written. Message says what we can learn from it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose vs. message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to state the purpose of this text.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose covers the whole text. Watch for answers that sound good but are not supported."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. to teach readers about how Texas musicians from different backgrounds helped shape the state's culture.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a sentence from the text.

COMMON MISCONCEPTION

Students may pick C because the text praises the musicians. Praise is not the same as convincing.

POSSIBLE STUDENT QUESTION

What is a Plausible but unsupported trap? It sounds reasonable but the text does not say it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each detail has a job. Ask: how does this detail help prove the purpose?"

▶ Students write how Mendoza's detail supports the purpose on the SHOW row.

ANSWER KEY: Mendoza's story shows that Mexican American music helped shape Texas culture.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the purpose because...

COMMON MISCONCEPTION

Students may only retell that Mendoza sang in Spanish. Push them to connect to the purpose.

POSSIBLE STUDENT QUESTION

Why does connecting details to purpose matter? It helps you write strong short responses.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how details prove purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail also supports the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: A community grows stronger when people from different backgrounds share their talents and traditions.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true in another place? If it only names Texas, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often list the three musicians. That is a detail, not a message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose says why the author wrote this. Message says what we can learn.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to your school community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap sounds nice but goes beyond what the text actually says."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. The text never says everyone should be a musician.

CHECK FOR UNDERSTANDING

Ask a student to find where the text says people should become musicians. They will not find it.

COMMON MISCONCEPTION

Students may accept it because the text is about musicians. Being about musicians does not mean the message is to become one.

POSSIBLE STUDENT QUESTION

How do I know it is unsupported? The text does not say it anywhere.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to state the real message supported by the text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose and message. Use one detail from the text to support your answer.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because Tejano music is discussed, but the text never says it is the most popular.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice finding the purpose of a science text about Texas regions. STAAR asks what is the most likely reason the author wrote this selection. Watch for the Wrong purpose trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6
Module 1 . a class or student copy of "Understanding the Texas Regions" .
the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why the author's purpose is to explain, not to convince?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Facts and definitions point to explain. The author is teaching about Texas.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: explain. The sentence lists facts about regions.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because the text sounds like it wants you to learn. Teaching facts is explaining.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author gives facts without asking me to do something.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole text.”

▶ *Students choose privately, then name the trap in A and B with a partner.*

ANSWER KEY: C. to teach readers about how the regions of Texas have different features that affect how people live.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the Coastal Plains sounds nice. The text covers all four regions.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a section."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each section has a job. Ask: how does this section help the big purpose?"

▶ Students write how the Mountains and Basins section connects to the purpose on the SHOW row.

ANSWER KEY: The section shows that every region matters, even one with fewer people.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this section to show...

COMMON MISCONCEPTION

Students may only retell that the region has oil. Require the connection to the purpose.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It proves the purpose with evidence from each region.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job the Coastal Plains section does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true beyond Texas."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Different places may look different, but each one contributes something important to the whole.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for another state or country? If it only names Texas, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often write that Texas has four regions. That is a detail, not a message.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells about specific places. A message is for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to different neighborhoods in your city.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap turns one detail into the whole purpose and changes explain to convince."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The author explains about all regions, not argues about wind energy.

CHECK FOR UNDERSTANDING

Ask a student to prove the text does not argue for wind energy.

COMMON MISCONCEPTION

Students may accept it because wind energy is mentioned. One detail is not the whole purpose.

POSSIBLE STUDENT QUESTION

How do I know it is Wrong purpose? The author gives facts, not opinions.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap about this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and write the purpose for the whole text. Copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick D because the Coastal Plains is discussed first and in detail, but the text covers all four regions.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we practice explaining why an author includes a section. STAAR asks why the author includes the section about climate. Watch for the Too narrow trap, where an answer covers only one small part.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 2 . a class or student copy of "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the difference between retelling a section and explaining its job?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the job of a section or detail.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Every detail and section has a job. Ask: what does this part do for the reader?”

▶ *Read the sentence twice. Students write the job of the detail on the NOTICE row.*

ANSWER KEY: The detail explains why certain economic activities work in this region.

CHECK FOR UNDERSTANDING

Ask a student to explain the job in their own words.

COMMON MISCONCEPTION

Students may just say it tells about rain. That retells the detail but does not explain its job.

POSSIBLE STUDENT QUESTION

How do I find the job? Ask: how does this help the reader understand the region?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a section's job. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would change if this detail were removed.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose why the author includes a section.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The section about climate has a job: it shows how climate affects life and work.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: A. To help readers understand how climate affects what people can do in each region.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a detail from the text.

COMMON MISCONCEPTION

Students may pick B because temperature is mentioned. Temperature is one small detail, not the section's whole job.

POSSIBLE STUDENT QUESTION

What makes B Too narrow? It covers only one fact from one region.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why a section is included. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain the section's job in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show how a section supports the purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The section has a job. Ask: how does this section help prove the purpose?”

▶ *Students write how the climate section supports the purpose on the SHOW row.*

ANSWER KEY: Climate determines what activities work in each region, supporting the purpose.

CHECK FOR UNDERSTANDING

Ask a student to finish: The climate section helps the purpose because...

COMMON MISCONCEPTION

Students may only retell climate facts. Push them to explain the connection.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It shows how every section supports the purpose.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a section to the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the section about landforms also supports the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true beyond Texas."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Understanding the land and climate of a place helps explain why people live differently.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for another state? If it only names Texas, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often write about Texas specifically. A message goes beyond one state.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells about Texas. A message is for everywhere.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to understanding different countries.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap takes one fact and ignores the rest of the section.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The climate section covers all regions, including dry ones.

CHECK FOR UNDERSTANDING

Ask a student to name a region where it does NOT rain a lot.

COMMON MISCONCEPTION

Students may accept it because the Coastal Plains has frequent rainfall. But the Great Plains and Mountains and Basins are dry.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It ignores most of the climate section.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a complete answer about the climate section's job.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain the job of the climate section. Write the purpose and message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the text mentions warmth, but the section covers all types of climate across four regions.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the message about land and regions. STAAR asks which sentence best states a message. Watch for the Overstated claim trap, which takes an idea and makes it too big.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 3 . a class or student copy of "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain what makes a claim overstated?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues that point to a big life lesson.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Details tell what happened. The message tells what we can learn from it.”

▶ *Read the sentence twice. Students write one life lesson on the NOTICE row.*

ANSWER KEY: Geography shapes daily life, and learning about it helps us understand differences.

CHECK FOR UNDERSTANDING

Ask a student whether this lesson is only about Texas or true everywhere.

COMMON MISCONCEPTION

Students may write that Texas has four regions. That is a detail, not a message.

POSSIBLE STUDENT QUESTION

How do I know it is a message? A message is true beyond this passage.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask how this lesson applies to understanding another country.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be true beyond Texas.”

▶ *Students choose privately, then tell a partner why A and B are details.*

ANSWER KEY: C. The land and climate of a place help shape how people live and work, and every area contributes something important.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because the Coastal Plains is discussed first. That is a detail about one region.

POSSIBLE STUDENT QUESTION

What makes C a message? It is true for any place, not just Texas.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite C in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask: how does this detail connect to the bigger lesson?"

▶ Students write how the wind energy detail connects to the message on the SHOW row.

ANSWER KEY: Wind energy shows that challenges can become contributions, supporting the message.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the message because...

COMMON MISCONCEPTION

Students may only retell that wind turbines make electricity. Connect it to the message.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It proves the message with evidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting details to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail from the text also supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: The world around people shapes how they live, and every place has something valuable.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for another state or country?

COMMON MISCONCEPTION

Teacher note: Students often write that landforms affect Texas. A message goes beyond one state.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells about Texas. A message applies everywhere.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to understanding your own community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap makes the idea too strong. The text says geography helps explain, not that it controls."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. Geography influences life, but it does not control everything.

CHECK FOR UNDERSTANDING

Ask a student to find a place in the text that shows people make choices too.

COMMON MISCONCEPTION

Students may accept it because geography does matter. But saying it controls everything goes too far.

POSSIBLE STUDENT QUESTION

How do I know it is overstated? The text says helps explain, not controls everything.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a version that is supported by the text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and find the big life lesson. Copy one sentence that proves your message is supported by the text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the Coastal Plains is described first, but that is a fact about one region, not a life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we study how the organization helps the purpose. STAAR asks how the structure supports what the author is trying to do. Watch for the Too narrow audience trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6
Module 4 . a class or student copy of "Understanding the Texas Regions" .
the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain how dividing the text into four regions helps the reader?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice how a text is organized.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The author chose to organize by region. This makes it easy to compare.”

▶ *Read the sentence. Students write the pattern they see on the NOTICE row.*

ANSWER KEY: The author organizes by region, covering one at a time for easy comparison.

CHECK FOR UNDERSTANDING

Ask a student to name the four sections they noticed.

COMMON MISCONCEPTION

Students may say the author just talks about Texas. Push them to name the organizational pattern.

POSSIBLE STUDENT QUESTION

How do I find the pattern? Look at the sections and ask: why this order?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing organizational patterns. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would be different if it were organized by topic instead of by region.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how the organization helps the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The organization helps the reader understand by making comparisons clear."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. By organizing the text by region, the author helps readers compare how different areas support different activities.

CHECK FOR UNDERSTANDING

Ask a student to explain how the region-by-region structure helps them learn.

COMMON MISCONCEPTION

Students may pick A because the text is educational. The text is for all readers, not just teachers.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It limits who the text is for.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how organization helps. Keep the demand at this level.

RAISE THE THINKING

Ask what other organizational pattern the author could have used.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the text's structure supports the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Structure has a job. Ask: how does this arrangement help the reader understand?"

▶ Students write how the region-by-region structure helps the purpose on the SHOW row.

ANSWER KEY: Separate sections let readers see each region's unique features clearly.

CHECK FOR UNDERSTANDING

Ask a student to finish: The structure helps the purpose because...

COMMON MISCONCEPTION

Students may only name a region. Push them to explain how the structure helps.

POSSIBLE STUDENT QUESTION

Why does structure matter? It helps the reader organize ideas.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting structure to the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would be harder to understand without sections.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The purpose is about this passage. The message is a life lesson true beyond Texas."

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: Understanding geography helps people see why communities are different and valuable.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for another state?

COMMON MISCONCEPTION

Teacher note: Students often write that Texas is diverse. That is a fact, not a message.

POSSIBLE STUDENT QUESTION

How is the message different from a fact? A fact is about Texas. A message is true everywhere.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to understanding other countries.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This trap limits who the text is for. The author wrote for everyone learning about Texas."

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Too narrow audience. The text is for all readers, not just people from one region.

CHECK FOR UNDERSTANDING

Ask a student to prove the text covers more than West Texas.

COMMON MISCONCEPTION

Students may accept it because West Texas is mentioned. But the text covers all four regions.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow audience? It limits who benefits from the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain how the structure helps readers. Write the purpose and message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick D because water is mentioned in several regions, but the text is organized by region, not by a water 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we practice explaining why a poet uses imagery. STAAR asks why the poet describes rivers and roads. Watch for the Misreads the lines trap, which twists what the poem says.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7 Module 1 . a class or student copy of "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain what rivers and roads represent in the poem?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice imagery the poet uses.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Poets use pictures in words. Ask: what does this image represent?”

▶ *Read the lines twice. Students write what the image represents on the NOTICE row.*

ANSWER KEY: Rivers and pathways represent connections between people and communities.

CHECK FOR UNDERSTANDING

Ask a student to explain what the image represents in their own words.

COMMON MISCONCEPTION

Students may say the poem is about hiking. The poem uses travel as a symbol for connection.

POSSIBLE STUDENT QUESTION

How do I know what it represents? Look at what the traveler does: watches, listens, learns.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing poetic imagery. Keep the demand at this level.

RAISE THE THINKING

Ask how the meaning would change if the traveler were running instead of watching.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the poet uses imagery."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The imagery represents something bigger than just a road. It represents connection."

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: C. To show that rivers and roads help people exchange goods, ideas, and culture.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a line from the poem.

COMMON MISCONCEPTION

Students may pick B because roads are mentioned. The poem uses roads as a symbol, not a how-to guide.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It changes what the poem is really about.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the poet uses imagery. Keep the demand at this level.

RAISE THE THINKING

Ask a student what else travels along with goods on these roads.

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 what poetic imagery means."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each image has a job. Ask: what does this picture help the reader understand?"

▶ Students write what the camel image represents on the SHOW row.

ANSWER KEY: The camels represent trade across difficult landscapes, showing that connection takes effort.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet includes this image to show...

COMMON MISCONCEPTION

Students may only retell that camels go across the desert. Push them to say what it represents.

POSSIBLE STUDENT QUESTION

Why does the image matter? It makes the idea of trade and connection more vivid.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what imagery represents. Keep the demand at this level.

RAISE THE THINKING

Ask what the ships image in stanza 4 represents.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is OWN. I can explain the poet's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The purpose is about this poem. The message is a life lesson true anywhere.”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: When people connect, they share more than objects; they share ideas and understanding.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names camels or gold, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often retell a specific image. A message is a life lesson for everyone.

POSSIBLE STUDENT QUESTION

How is the message different from an image? An image creates a picture. A message teaches a lesson.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to how students share ideas in class.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes the images literally. The poet uses them as symbols."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. Rivers and roads are symbols for connection, not literal rivers.

CHECK FOR UNDERSTANDING

Ask a student to prove the poem is not a science lesson about rivers.

COMMON MISCONCEPTION

Students may accept it because rivers are mentioned. But the poem is about connections, not river science.

POSSIBLE STUDENT QUESTION

How do I know it misreads the lines? The poem says roads reach farther than we've known, which is about ideas.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Word match trap for this poem.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Explain what the rivers and roads represent. Write the message as a life lesson.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because the poem mentions rivers, camels, and ships, but the poet uses them as symbols for connection, not to compare transportation.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the poet’s life lesson and prove it with lines. STAAR asks what message the poet expresses and which lines prove it. Watch for the Plausible but unsupported trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 2 . a class or student copy of "The Roads Between Us" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you state the poet's message and name one line that proves it?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the poet's life lesson.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The poet uses images to teach a lesson. Look past the picture to find the idea.”

▶ *Read the lines twice. Students write the life lesson on the NOTICE row.*

ANSWER KEY: Connections between places and people bring understanding and growth.

CHECK FOR UNDERSTANDING

Ask a student whether this lesson is only about roads or true for people everywhere.

COMMON MISCONCEPTION

Students may write that roads link places. That retells the image but does not state the lesson.

POSSIBLE STUDENT QUESTION

How do I know it is a message? It is true beyond the poem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the poet's life lesson. Keep the demand at this level.

RAISE THE THINKING

Ask how this lesson applies to how communities share ideas today.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the poet's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message must be true beyond the poem's specific images.”

▶ *Students choose privately, then tell a partner why A and C are details.*

ANSWER KEY: A. People who connect share ideas that change lives.

CHECK FOR UNDERSTANDING

Ask a student to name one line that proves B.

COMMON MISCONCEPTION

Students may pick A because the Caddo are in the poem. That is a specific fact, not a life lesson.

POSSIBLE STUDENT QUESTION

What makes B a message? It is true for all people, not just one group.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to name two lines that prove the message.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show which lines prove the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Proving the message means naming specific lines and explaining how they support the lesson."

▶ Students write which lines prove the message and explain how on the SHOW row.

ANSWER KEY: These lines prove the message by showing that visitors share ideas, not just goods.

CHECK FOR UNDERSTANDING

Ask a student to finish: These lines prove the message because...

COMMON MISCONCEPTION

Students may only retell the lines. Push them to explain the connection to the message.

POSSIBLE STUDENT QUESTION

Why do I need specific lines? They prove the message is supported, not just my opinion.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving the message with lines. Keep the demand at this level.

RAISE THE THINKING

Ask what other lines in the poem also support the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this poem. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Connection between people brings both opportunities and challenges, so understanding matters.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today? If it only names something from the poem, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students may copy a line about conflict. A message is a broader lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a line? A line creates an image. A message teaches a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message is still true for communities today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one part of the poem and ignores the rest."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. The poem shows both positive and negative outcomes of connection.

CHECK FOR UNDERSTANDING

Ask a student to find lines that show positive outcomes of connection.

COMMON MISCONCEPTION

Students may accept it because the poem mentions conflict. But the poem also shows sharing and friendship.

POSSIBLE STUDENT QUESTION

How do I know it is unsupported? The poem presents both sides, not just harm.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a balanced message that fits the whole poem.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem and find the life lesson. Copy one or two lines that prove your message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because rivers appear in the poem, but the poet describes many types of connection, not just rivers.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we study why a poet repeats ideas. STAAR asks why the poet repeats ideas about the past. Watch for the Too narrow trap, which covers only one example of the repetition.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 3 . a class or student copy of "What We Carry Forward" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name two different stanzas where the poet returns to the idea of the past?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice what the poet repeats.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When a poet repeats an idea, it is important. Ask: why does the poet keep coming back to this?”

▶ *Read the lines twice. Students write the repeated idea on the NOTICE row.*

ANSWER KEY: The poet repeats the idea that things from the past travel into the future.

CHECK FOR UNDERSTANDING

Ask a student to name another stanza with the same idea.

COMMON MISCONCEPTION

Students may say the poet talks about rules. The bigger pattern is about how the past moves forward.

POSSIBLE STUDENT QUESTION

How do I find the pattern? Look for the idea that comes back again and again.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing repetition. Keep the demand at this level.

RAISE THE THINKING

Ask why repeating this idea makes the poem stronger.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the poet repeats ideas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The repetition covers many examples: laws, learning, music, and speeches. The answer must cover all of them."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: B. To show that people carry ideas, traditions, and lessons from the past into the future.

CHECK FOR UNDERSTANDING

Ask a student to name three different examples the poet uses.

COMMON MISCONCEPTION

Students may pick A because the Magna Carta is discussed. That is one example, not the whole pattern.

POSSIBLE STUDENT QUESTION

What makes A and B Too narrow? They each cover only one example of the bigger pattern.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the poet repeats. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain the pattern in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how repeated examples build the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The poet repeats the same idea with different examples to make the message stronger."

▶ Students write how the examples work together on the SHOW row.

ANSWER KEY: Different examples all prove the same idea: the past travels forward through people.

CHECK FOR UNDERSTANDING

Ask a student to finish: These examples work together to show...

COMMON MISCONCEPTION

Students may only name one example. Push them to explain how multiple examples prove the pattern.

POSSIBLE STUDENT QUESTION

Why do multiple examples matter? They prove the idea is not about one event but a bigger pattern.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting examples to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what new example the poet could add to continue the pattern.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this poem. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Every generation can carry forward ideas from the past and decide what to keep and improve.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a child in another country? If it names only one event, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often name one stanza's example. The message covers the whole poem.

POSSIBLE STUDENT QUESTION

How is the message different from one stanza? A stanza gives one example. The message covers the big pattern.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to traditions in your own family.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one example and pretends it is the whole reason for the repetition."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The poem uses many examples, not just the Magna Carta.

CHECK FOR UNDERSTANDING

Ask a student to name three other examples the poet uses.

COMMON MISCONCEPTION

Students may accept it because the Magna Carta is in the poem. But it is only one of many examples.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? The poem includes many different examples of carrying forward.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to list all the examples the poet uses.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Explain the pattern the poet builds. Write the message as a life lesson.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the Magna Carta appears early, but the poet uses many examples to show the bigger pattern of carrying forward.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we compare two poets' purposes. STAAR asks how their purposes are alike. Watch for the Overstated claim trap, which makes the comparison too strong.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 4 . a class or student copy of "What We Carry Forward" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name one thing both poets are trying to do?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice what two poems have in common.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“When comparing, look for what both poems are trying to do, not just how they are different.”

▶ *Students write what both poems share on the NOTICE row.*

ANSWER KEY: Both poems show how connections from the past continue to shape the future.

CHECK FOR UNDERSTANDING

Ask a student to name one similarity between the two poems.

COMMON MISCONCEPTION

Students may focus on differences. The question asks what is alike.

POSSIBLE STUDENT QUESTION

How do I find what is alike? Ask: what are both poets trying to help me understand?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing shared purposes. Keep the demand at this level.

RAISE THE THINKING

Ask how the two poems are different even though they share a purpose.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how two poems' purposes are alike."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Both poems explore how the past connects to the future, even though they use different images."

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: C. Both poets show that connections from the past continue to shape the present and future.

CHECK FOR UNDERSTANDING

Ask a student to name one example from each poem that proves A.

COMMON MISCONCEPTION

Students may pick B because the Magna Carta is mentioned. It appears in only one poem, not both.

POSSIBLE STUDENT QUESTION

What makes B Too narrow? It covers only one topic from one poem.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the shared purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain the shared purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how both poems support a shared purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use one example from each poem to prove the shared purpose."

▶ Students write one example from each poem on the SHOW row.

ANSWER KEY: Poem 1: trade connections. Poem 2: historical ideas. Both show the past shaping the future.

CHECK FOR UNDERSTANDING

Ask a student to finish: Both poems show that the past...

COMMON MISCONCEPTION

Students may give examples from only one poem. Require both.

POSSIBLE STUDENT QUESTION

Why do I need examples from both? It proves the comparison is valid.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about comparing two poems. Keep the demand at this level.

RAISE THE THINKING

Ask what other examples from each poem also prove the shared purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is OWN. I can explain the shared message of two poems.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The shared message is a life lesson both poems teach.”

▶ Students write the shared message as a full sentence on the OWN row.

ANSWER KEY: Example: Each generation inherits ideas from the past and decides what to keep and improve.

CHECK FOR UNDERSTANDING

Ask: Does your message fit both poems, not just one?

COMMON MISCONCEPTION

Teacher note: Students may state a lesson that fits only one poem. It must fit both.

POSSIBLE STUDENT QUESTION

How is a shared message different? It must be true for both poems, not just one.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a shared message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to your own family's traditions.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap makes the idea too absolute. The poems say we carry forward AND question."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The poems say we question and improve, not keep everything the same.

CHECK FOR UNDERSTANDING

Ask a student to find lines that show questioning or changing.

COMMON MISCONCEPTION

Students may accept it because the poems are about carrying forward. But carrying forward includes questioning.

POSSIBLE STUDENT QUESTION

How do I know it is overstated? The poems say we question and change, not keep everything.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a balanced message that fits both poems.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to both poems. Explain what they share and write the message as a life lesson.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick C because trade appears in both poems, but calling it the most important goes beyond what either poem 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we study why an author begins with a central question. STAAR asks why the author starts this way. Watch for the Misreads the lines trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 1 . a class or student copy of "What Shapes a Society? Place, Resources" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the job of the central question in the opening?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the job of a central question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A central question sets up the whole text. It tells the reader what to think about."

▶ Read the question twice. Students write the job of the question on the NOTICE row.

ANSWER KEY: The question guides readers to think about how geography and connections shape societies.

CHECK FOR UNDERSTANDING

Ask a student to explain the job in their own words.

COMMON MISCONCEPTION

Students may just restate the question. Push them to explain what job it does.

POSSIBLE STUDENT QUESTION

How do I find the job? Ask: what does this question make the reader look for?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a central question's job. Keep the demand at this level.

RAISE THE THINKING

Ask how the text would be different without the opening question.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author begins with a question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The central question is not a quiz. It sets up what the whole text will explore."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. To guide readers through an exploration of how geography and connections shape societies.

CHECK FOR UNDERSTANDING

Ask a student to explain how the question connects to the text's sections.

COMMON MISCONCEPTION

Students may pick A because it looks like a question to answer. The central question guides the reading, not a quiz.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It twists the purpose of the question.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the author opens with a question. Keep the demand at this level.

RAISE THE THINKING

Ask how each section of the text answers part of the central question.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a section answers the central question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each section answers part of the central question."

▶ Students write how the resources section answers the question on the SHOW row.

ANSWER KEY: Resources affect what people can do, answering how geography shapes societies.

CHECK FOR UNDERSTANDING

Ask a student to finish: The resources section answers the question because...

COMMON MISCONCEPTION

Students may only retell that resources include soil and water. Connect it to the question.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It shows how the text is organized around the central question.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting sections to the central question. Keep the demand at this level.

RAISE THE THINKING

Ask how the section about connections also answers the question.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Geography shapes what is possible, but people choose what to do with it.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a community anywhere?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. A message goes beyond specific places.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells about one place. A message is for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to your own community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap confuses a guiding question with a test question. The central question sets up the text.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The question guides the reading, not tests the reader.

CHECK FOR UNDERSTANDING

Ask a student to prove the question is not a test by explaining how the text answers it.

COMMON MISCONCEPTION

Students may think all questions are tests. A central question is a guide, not a quiz.

POSSIBLE STUDENT QUESTION

How do I know it misreads the lines? The text answers the question, proving it is a guide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what a central question does differently from a quiz question.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain the job of the central question. Write the purpose and message.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the opening looks like a question to answer, but it is a guide for the whole text, not a quiz.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author's purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we find one life lesson across many sections. STAAR asks which sentence best states a message. Watch for the Plausible but unsupported trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 2 . a class or student copy of "What Shapes a Society? Ideas, Choices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you state one life lesson that fits all the sections in the text?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the life lesson that connects all sections.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A message covers the whole text. Look for the lesson that connects every section.”

▶ *Read the sentence twice. Students write the life lesson on the NOTICE row.*

ANSWER KEY: Human ideas, choices, and creativity shape societies, not just geography.

CHECK FOR UNDERSTANDING

Ask a student whether this lesson fits all sections or just one.

COMMON MISCONCEPTION

Students may write about only one section. The message must cover the whole text.

POSSIBLE STUDENT QUESTION

How do I find a message that fits all sections? Ask: what do all sections teach?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a cross-section message. Keep the demand at this level.

RAISE THE THINKING

Ask how the section about music supports this same lesson.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The message must cover all sections: ideas, leadership, music, and citizenship."

▶ *Students choose privately, then tell a partner why B and C are details.*

ANSWER KEY: A. Ideas, leadership, and culture help shape societies, and every generation's choices leave something behind.

CHECK FOR UNDERSTANDING

Ask a student to prove A with an example from two different sections.

COMMON MISCONCEPTION

Students may pick B because the Magna Carta is important. But it is a fact about one event, not a message.

POSSIBLE STUDENT QUESTION

What makes A a message? It is true for all societies, not just one event.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to rewrite A in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how different sections support one message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Different sections give different examples but teach the same lesson."

▶ Students write how two sections support the message on the SHOW row.

ANSWER KEY: Leadership and music both show that human choices shape societies.

CHECK FOR UNDERSTANDING

Ask a student to finish: Both sections support the message because...

COMMON MISCONCEPTION

Students may only discuss one section. Require examples from at least two.

POSSIBLE STUDENT QUESTION

Why do I need multiple sections? It proves the message fits the whole text.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting sections to one message. Keep the demand at this level.

RAISE THE THINKING

Ask what other section also supports the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson true anywhere."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Every generation's ideas and choices shape the world and leave a lasting impact.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people in another time and place?

COMMON MISCONCEPTION

Teacher note: Students may write about one section. The message must cover the whole text.

POSSIBLE STUDENT QUESTION

How is the message different from one section? A section gives one example. The message covers all of them.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to choices students make today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one idea and pushes it too far. The text says both geography and ideas matter."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. The text says both geography and human choices matter.

CHECK FOR UNDERSTANDING

Ask a student to find the line that says geography provides the setting.

COMMON MISCONCEPTION

Students may accept it because the text focuses on ideas. But the text also says geography matters.

POSSIBLE STUDENT QUESTION

How do I know it is unsupported? The text mentions geography as the setting, not as unimportant.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a balanced message that includes both geography and ideas.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Find the life lesson that fits all sections. Copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because the Magna Carta is discussed, but that is a fact about one event, not a life lesson for everyone.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the purpose of a text about evidence. STAAR asks what is the most likely reason the author wrote this selection. Watch for the Wrong purpose trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 3 . a class or student copy of "The Evidence Room" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why the purpose covers all the exhibits, not just one?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the author's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Facts about how historians study the past point to explain.”

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: explain. The sentence explains how historians work.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say amuse because the exhibits sound fun. The text teaches about evidence, not a story.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author explains facts about studying history.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to tell a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole text, not one exhibit.”

▶ *Students choose privately, then name the trap in A and B with a partner.*

ANSWER KEY: C. to teach readers about how different kinds of evidence help people understand the past.

CHECK FOR UNDERSTANDING

Ask a student to prove C with an example from two different exhibits.

COMMON MISCONCEPTION

Students may pick A because pottery is the first exhibit. That is one part, not the whole purpose.

POSSIBLE STUDENT QUESTION

What makes A Too narrow? It covers only one of six exhibits.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a section supports the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each exhibit shows a different kind of evidence. Ask: how does this one help the purpose?"

▶ Students write how the trade map exhibit supports the purpose on the SHOW row.

ANSWER KEY: The trade map shows that maps can reveal connections, supporting the purpose about evidence.

CHECK FOR UNDERSTANDING

Ask a student to finish: The trade map exhibit helps the purpose because...

COMMON MISCONCEPTION

Students may only retell that the map shows routes. Connect it to the purpose about evidence.

POSSIBLE STUDENT QUESTION

Why does the connection matter? It proves the purpose with evidence from the text.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting exhibits to the purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the painting exhibit also supports the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is OWN. I can explain the author's message.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The purpose is about this passage. The message is a life lesson true anywhere.”

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Understanding the past requires studying many different kinds of evidence.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for any researcher?

COMMON MISCONCEPTION

Teacher note: Students may name one exhibit. A message covers the whole text.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail is about one exhibit. A message is about all evidence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to how students research a topic.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap changes the purpose from explaining to convincing and picks favorites among the exhibits."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text explains about all evidence types equally.

CHECK FOR UNDERSTANDING

Ask a student to prove the text does not say paintings are more important.

COMMON MISCONCEPTION

Students may accept it because paintings are discussed. But the text covers six kinds of evidence equally.

POSSIBLE STUDENT QUESTION

How do I know it is Wrong purpose? The author explains, not convinces.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Too narrow trap about this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose that covers all six exhibits. Copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick A because the text sounds like a museum tour, but it teaches about evidence, not a fictional story.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This is our capstone week. STAAR asks you to explain the purpose and message with evidence in a short response. Watch for the Too narrow audience trap, which limits who the text is written for.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 4 . a class or student copy of "Five Forces That Shape a Society" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the purpose, the message, and one detail that proves them?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice both purpose and message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Purpose is about this text. Message is a lesson for everyone. Sometimes one sentence points to both.”

▶ *Read the sentence twice. Students write whether it points to purpose, message, or both on the NOTICE row.*

ANSWER KEY: Both. The purpose is to explain five forces. The message is that these forces work together.

CHECK FOR UNDERSTANDING

Ask a student to explain purpose and message separately.

COMMON MISCONCEPTION

Students may confuse purpose and message. Purpose is why the author wrote. Message is the life lesson.

POSSIBLE STUDENT QUESTION

How do I tell them apart? Purpose says why the text was written. Message says what everyone can learn.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose and message together. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name the five forces the text describes.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The purpose covers all five forces, not just one.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: A. to teach readers about five forces that shape societies: place, resources, connection, ideas, and people.

CHECK FOR UNDERSTANDING

Ask a student to name all five forces from the text.

COMMON MISCONCEPTION

Students may pick B because place is discussed. But the text covers five forces equally.

POSSIBLE STUDENT QUESTION

What makes B Too narrow? It covers only one of five forces.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the text proves the purpose with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each force is supported by examples. Choose one and explain the evidence."

▶ Students write about one force and its evidence on the SHOW row.

ANSWER KEY: Caddo trade shows how connections spread goods and ideas, supporting the connection force.

CHECK FOR UNDERSTANDING

Ask a student to finish: This evidence proves the force because...

COMMON MISCONCEPTION

Students may only retell a fact. Push them to explain how it proves the force.

POSSIBLE STUDENT QUESTION

Why does evidence matter? It proves your explanation is supported by the text.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence for a force. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain evidence for a different force.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is OWN. I can explain the author's message.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The purpose is about this passage. The message is a life lesson true anywhere.”

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Societies are shaped by many forces, and understanding them helps people make better choices.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for any society in the world?

COMMON MISCONCEPTION

Teacher note: Students may list the five forces. Listing is a detail, not a message.

POSSIBLE STUDENT QUESTION

How is the message different from listing forces? A list names them. A message tells what we learn from them.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this message applies to understanding your own community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap limits who the text is for. The five forces apply to societies everywhere.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Too narrow audience. The text is about forces that shape ALL societies, not just Texas.

CHECK FOR UNDERSTANDING

Ask a student to name an example from the text that is not about Texas.

COMMON MISCONCEPTION

Students may accept it because Texas is mentioned. But the text also covers Mali, the Magna Carta, and the Caddo.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow audience? The text covers many societies, not just one.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain who the real audience is for this text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose and message. Use one detail as evidence to support your answer.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick B because resources are discussed, but the text presents all five forces equally.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.