

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by combining clues with what I already know.

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

I can check choices for traps before I choose an answer.

THIS WEEK'S FOCUS

Inferencing

from “Dream”

Clues plus what I know help me make an **inference**, an idea the author does not say directly. I use passage clues and what I already know to prove it. STAAR asks: **What can the reader infer about the narrator based on this part of the text?** This week we will watch for **Misreads a detail**, **Not in the text**, and **Opposite** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Inferencing

TEKS 4.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from clues plus what we already know. An inference is an idea the passage proves without saying it directly.”

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

“Each day we will notice clues, choose an inference, show evidence, own our thinking, and defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Prepare Cluster Module 1 . a class or student copy of “Dream” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about the narrator."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

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

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words about the narrator."

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

"Look for words that show how the narrator feels about the crowd."

▶ *Read this part of the text aloud. Students underline tightly, enormous crowd, and never seen anything quite like this.*

ANSWER KEY: The narrator is amazed by the enormous crowd.

CHECK FOR UNDERSTANDING

Ask students to point to two clue words.

COMMON MISCONCEPTION

Students may choose only enormous crowd. They also need words that show the narrator's reaction.

POSSIBLE STUDENT QUESTION

Why does tightly matter? It shows the narrator is staying close to Mama in the huge crowd.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what idea the clue words prove about the narrator.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the narrator based on this part of the text?** Pick the answer the text proves.

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

- A** The narrator is angry about holding Mama's hand. • **B** The narrator is amazed by this enormous crowd. • **C** The narrator has seen crowds just like this before.

I CAN | I can choose the best inference and avoid answers that do not fit all the clues.

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Grade 4 • Prepare Cluster • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 1 of 36 • Prepare Cluster • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

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

"Check each choice against the whole paragraph. The best answer explains the narrator's reaction."

▶ *Students choose an answer, then circle the words that prove it.*

ANSWER KEY: B. The narrator is amazed by this enormous crowd.

CHECK FOR UNDERSTANDING

Ask which words support the correct choice.

COMMON MISCONCEPTION

Students may choose that the narrator is angry about holding Mama's hand. The paragraph uses that detail but shows amazement, not anger.

POSSIBLE STUDENT QUESTION

How do I reject a trap? Ask whether every part of the choice matches the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain why one wrong choice fails.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that the narrator is amazed by the crowd?** Explain how it proves the idea.

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

I CAN | I can explain how exact details prove what the narrator thinks or feels.

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Grade 4 • Prepare Cluster • Inferencing • Wednesday

TEKS 4.6(F) • Inferencing • Week 1 of 36 • Prepare Cluster • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

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

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

"The strongest evidence shows both what the narrator knows and what feels new."

▶ *Students copy the proof words and finish: This shows amazement because...*

ANSWER KEY: Never seen anything quite like this shows amazement.

CHECK FOR UNDERSTANDING

Ask a student to explain the word because.

COMMON MISCONCEPTION

Students may repeat enormous crowd without explaining how it proves amazement.

POSSIBLE STUDENT QUESTION

Why is the comparison important? It shows this crowd was different from other crowds.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what detail would support the opposite inference.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

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

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

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

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Grade 4 · Prepare Cluster · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can make my own inference and prove it."

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

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

▶ *Students write an inference and copy one exact proof phrase.*

ANSWER KEY: Inference: The narrator is amazed. Proof: never seen anything quite like this.

CHECK FOR UNDERSTANDING

Ask students to read their inference and proof together.

COMMON MISCONCEPTION

Students may write only that there was a crowd. That is a fact, not an inference about the narrator.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The proof should clearly connect to your idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to add a second clue to their answer.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The narrator is angry about holding Mama's hand.** Explain why it is a trap and name the trap.

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

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

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Grade 4 · Prepare Cluster · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This trap notices a real detail but ignores the rest of the sentence."

▶ Students name the trap and underline the words that disprove the answer.

ANSWER KEY: Misreads a detail. The narrator held Mama's hand tightly, but the detail does not show anger.

CHECK FOR UNDERSTANDING

Ask students to point to the words that disprove the answer.

COMMON MISCONCEPTION

Students may focus only on holding Mama's hand tightly and miss that the passage describes an unusual crowd.

POSSIBLE STUDENT QUESTION

Why is this not a Not in the text trap?
The answer uses a detail from the text but twists its meaning.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a different wrong answer that is Not in the text.

Make an inference on your own.

Go back to this part of the text. Answer: What can the reader infer about the narrator? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about the narrator based on this part of the text?
Write your inference. Then copy one sentence that proves it.

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

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 1 of 36 · Prepare Cluster · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **Tightly, enormous crowd, and never seen anything quite like this.** These words show the narrator is amazed by the crowd.

CHOOSE **B.** The narrator is amazed by this enormous crowd. The narrator says the crowd was enormous and unlike anything seen before. A is a Misreads a detail trap. C is an Opposite trap.

SHOW **The narrator had seen busy streets and crowded parks, but had never seen anything quite like this.** That comparison shows the crowd amazed the narrator.

OWN **The narrator is amazed by the enormous crowd.** Proof: I had never seen anything quite like this.

DEFEND **Misreads a detail.** The answer uses the real detail about holding Mama's hand but twists it into anger. The passage shows the narrator is amazed by the unusual crowd.

YOUR TURN **Answers vary.** One example: The narrator is amazed by the huge crowd. Proof: Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.

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TEKS 4.6(F) · Inference · Week 1 of 36 · Prepare Cluster · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

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

- A** The narrator is amazed by this enormous crowd.
- B** The narrator is angry about holding Mama's hand.
- C** The narrator wants to leave before the program begins.
- D** The narrator has seen crowds just like this before.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses one detail but ignores the paragraph's full meaning.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is A.

- A The narrator is amazed by this enormous crowd. Correct.**
The narrator has seen other busy places but says this crowd was unlike anything seen before.
- B The narrator is angry about holding Mama's hand.**
Misreads a detail trap. The narrator holds Mama's hand tightly, but that detail shows staying close in the enormous crowd, not anger.
- C The narrator wants to leave before the program begins.**
Not in the text trap. The passage never says the narrator wants to leave before the program begins.
- D The narrator has seen crowds just like this before.**
Opposite trap. The narrator says this crowd was unlike anything seen before.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 1 of 36 · Prepare Cluster · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a feeling from what a character does.

I can use the text to prove my thinking.

I can check choices for answers the passage does not support.

THIS WEEK'S FOCUS

Inferencing

from “Dream”

This week we will focus on **Inferring feelings from actions**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: What can the reader infer about the narrator from how she holds Mama's hand? We will watch for **Not in the text**, **Misreads a detail**, and **Plausible but unsupported** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Prepare Cluster • Inferencing

TEKS 4.6(F) • Inferencing • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer feelings from actions. We will use what a character does plus clues from the passage.”

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

“We will practice the STAAR question about how the narrator holds Mama's hand. We will also spot answers that sound possible but are not supported.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how holding a hand tightly can give a clue about a feeling.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice action words that give a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: What can the reader infer about the narrator from how she holds Mama's hand? Find the clue words.

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this."

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

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Grade 4 · Prepare Cluster · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice action words that give a clue."

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

"The word tightly shows how she holds Mama's hand. Ask what feeling that action suggests."

▶ Read the sentence twice. Students underline held Mama's hand tightly and enormous crowd.

ANSWER KEY: Held Mama's hand tightly; enormous crowd.

CHECK FOR UNDERSTANDING

Ask: What feeling might holding a hand tightly show?

COMMON MISCONCEPTION

Students may say only that she is holding Mama's hand. Ask what the action shows.

POSSIBLE STUDENT QUESTION

How can an action show a feeling? A character's actions can give clues about feelings.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what feeling the crowd may cause.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: What can the reader infer about the narrator from how she holds Mama's hand? Pick the answer the text proves.

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this."

- A** She feels unsure because the crowd is enormous. • **B** She feels ready because she will speak. • **C** She feels comfortable because she saw busy streets.

I CAN | I can choose the feeling that best matches the character's action and situation.

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Grade 4 • Prepare Cluster • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 2 of 36 • Prepare Cluster • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

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

"The best inference connects her tight grip to the enormous crowd and her new experience."

▶ *Students choose an answer, then point to the proof words.*

ANSWER KEY: A. She feels unsure because the crowd is enormous.

CHECK FOR UNDERSTANDING

Ask which words show this crowd is new to the narrator.

COMMON MISCONCEPTION

Students may choose an answer about Mama. The question asks about the narrator.

POSSIBLE STUDENT QUESTION

Why is a choice not enough? I must connect the choice to proof words.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the answer would change if she held Mama's hand loosely.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the narrator feels uncomfortable?** Explain how it proves it.

"Mama noticed my uncomfortable expression and gave my hand a gentle squeeze."

I CAN | I can explain how the character's action and expression support an inference.

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Grade 4 · Prepare Cluster · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves a feeling."

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

"Name the clue first. Then explain what feeling the clue supports."

▶ *Students underline uncomfortable expression and gentle squeeze. Invite answers using because.*

ANSWER KEY: Her uncomfortable expression and Mama's gentle squeeze show she needs comfort.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves she feels uncomfortable because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining the feeling.

POSSIBLE STUDENT QUESTION

Why does Mama squeeze her hand? She notices the narrator feels uncomfortable.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other action shows the narrator needs support.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the narrator while she listens to Dr. King?** Write an inference and one proof.

"Some of his words were unfamiliar to me. Some of his sentences were longer than the ones I usually heard in school."

I CAN | I can write a feeling inference and support it with exact words from the passage.

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Grade 4 · Prepare Cluster · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can make an inference and prove it."

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

"Your inference should go one step beyond the words. Your proof should show why it makes sense."

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

ANSWER KEY: She feels unsure but keeps listening.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the feeling.

COMMON MISCONCEPTION

Students may write only unfamiliar. Turn that detail into a feeling.

POSSIBLE STUDENT QUESTION

Can a character have more than one feeling? Yes, the narrator can feel unsure and interested.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what action shows she keeps trying.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **She holds Mama's hand tightly because she is afraid of getting lost.** Explain why it is a trap and name the trap.

"The afternoon was warm, and my feet were beginning to ache from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water."

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

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Grade 4 · Prepare Cluster · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend an answer with text evidence."

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

"This answer sounds possible because the crowd is large. But possible is not the same as proved."

▶ *Students name the trap and list the exact details the text gives instead.*

ANSWER KEY: Plausible but unsupported; the passage shows physical discomfort, not fear of getting lost.

CHECK FOR UNDERSTANDING

Ask: What feeling does the quote support?

COMMON MISCONCEPTION

Students may accept an answer just because it could happen.

POSSIBLE STUDENT QUESTION

Why is it a trap? The passage must support the answer, not just allow it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about Defending against an unsupported answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to write one clue that supports feeling uncomfortable.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the narrator when she looks at Mama during the speech? Write the feeling and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about the narrator when she looks at Mama during the speech?

Write the feeling. Then copy one sentence that proves it.

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

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE She held Mama's hand tightly near an enormous crowd. This may show she feels unsure.

CHOOSE A. She feels unsure because the crowd is enormous. She holds Mama's hand tightly in an enormous crowd and says she has never experienced anything quite like it. B is a Not in the text trap. C is a Misreads a detail trap.

SHOW The narrator has an uncomfortable expression, and Mama squeezes her hand. This shows the narrator needs comfort.

OWN The narrator feels unsure but keeps listening. Proof: "I had to listen carefully, and sometimes I looked at Mama to see whether she understood."

DEFEND Plausible but unsupported. The text shows aching feet, shifting, and needing water, but it never says she fears getting lost.

YOUR TURN Answers vary. One example: She feels unsure about some words and looks to Mama for help. Proof: I had to listen carefully, and sometimes I looked at Mama to see whether she understood.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this."

What can the reader infer about the narrator from how she holds Mama's hand?

- A** She feels ready because she will speak.
- B** She feels comfortable because she saw busy streets.
- C** She feels unsure because the crowd is enormous.
- D** She feels afraid because she may get lost.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible in a large crowd.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A She feels ready because she will speak.**
Not in the text trap. The passage never says she is ready to speak to the crowd.
- B She feels comfortable because she saw busy streets.**
Misreads a detail trap. She has seen busy streets, but she says this crowd is unlike anything she has experienced.
- C She feels unsure because the crowd is enormous. Correct.**
She holds Mama's hand tightly in an enormous crowd and says she has never experienced anything quite like it.
- D She feels afraid because she may get lost.**
Plausible but unsupported trap. A large crowd could make someone worry about getting lost, but the passage never says she does.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

~4 min

The Answer, and Why

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use a character's words as clues.

I can infer what Grandpa believes from his dialogue.

I can prove my inference with exact text evidence.

THIS WEEK'S FOCUS

Inferencing

from “Serve”

Inferring from dialogue means using what a character says as a clue to an idea. STAAR asks: **What does Grandpa's answer suggest about his years of service?** Watch for traps such as **Misreads a detail**, **Not in the text**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Prepare Cluster • Inferencing

TEKS 4.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from dialogue. We will use what Grandpa says to understand ideas he does not state directly.”

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

“Each day we will practice noticing clues, choosing the best inference, showing proof, owning our thinking, and defending against a trap.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how dialogue can reveal a character's beliefs.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice dialogue that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does Grandpa's answer suggest about his years of service?** Find the clue words in his answer.

"I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

I CAN | I can notice exact dialogue words that support an inference about a character.

The Writing Academy®, LLC

Grade 4 • Prepare Cluster • Inferencing • Monday

TEKS 4.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice dialogue that gives a clue."

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

"Grandpa cared about the message because the idea mattered, not because the words sounded impressive."

► *Read the dialogue twice. Students underline the phrases "remember the message" and "every generation."*

ANSWER KEY: The idea matters in every generation.

CHECK FOR UNDERSTANDING

Ask which words show Grandpa's belief lasted over time.

COMMON MISCONCEPTION

Students may focus on impressive words and miss the word not.

POSSIBLE STUDENT QUESTION

Why does every generation matter? It shows the idea can stay important for many years.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Grandpa's words reveal about his years of service.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the dialogue proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does Grandpa's answer suggest about his years of service?** Pick the answer the dialogue proves.

"That a country becomes stronger when people serve one another."

A He cared most about impressive words in the speech • **B** He believed service makes the country stronger • **C** He worked only on writing the final speech

I CAN | I can choose the inference supported by a character's words and avoid trap answers.

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Grade 4 · Prepare Cluster · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the dialogue proves."

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

"Grandpa connects service with making the country stronger. That clue helps us infer what he valued."

▶ *Students choose an answer, then point to the words that support it.*

ANSWER KEY: B. He believed service makes the country stronger.

CHECK FOR UNDERSTANDING

Ask which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about fame because the passage mentions a famous speech.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Grandpa's answer shows he wanted people to do.

TODAY'S THINKING JOB

SHOW

"I can show how dialogue supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Grandpa valued active service?** Explain how it proves the inference.

"“Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.”"

I CAN | I can explain how a character's words prove an idea about that character.

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Grade 4 · Prepare Cluster · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

“Today's thinking job is SHOW. I can show how dialogue supports an inference.”

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

“The clue is Grandpa's statement that action carries an idea forward. His words show that service requires people to act.”

▶ *Have students complete: This proves Grandpa valued active service because...*

ANSWER KEY: Action carries the idea forward. This shows he valued helping through action.

CHECK FOR UNDERSTANDING

Ask a student to explain the because part.

COMMON MISCONCEPTION

Students may repeat the detail without explaining what it reveals about Grandpa.

POSSIBLE STUDENT QUESTION

Why is this an inference? Grandpa does not directly state what he valued, but his words show it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this clue connects to Grandpa's own work.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does Grandpa's answer suggest about his years of service?** Write your inference and one piece of proof.

"“Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.”"

I CAN | I can use a character's dialogue to make and support my own inference.

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Grade 4 · Prepare Cluster · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

“Today's thinking job is OWN. I can write an inference and prove it.”

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

“Grandpa explains that words can start an idea, but people must act to continue it.”

▶ *Students write one inference and copy a short proof phrase from the sentence.*

ANSWER KEY: Grandpa believed service required action. Proof: action carries the idea forward.

CHECK FOR UNDERSTANDING

Ask students to share the inference before reading the proof.

COMMON MISCONCEPTION

Students may write that Grandpa only cared about speeches. His words say action matters more.

POSSIBLE STUDENT QUESTION

How can I avoid guessing too much?
Use an idea that the dialogue clearly supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what action Grandpa may have taken during his service.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Grandpa remembered the speech because its words sounded impressive.** Explain why it is a trap and name the trap.

"I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

I CAN | I can use dialogue to prove why a tempting answer is wrong.

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Grade 4 · Prepare Cluster · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This choice grabs the words sounded impressive but ignores the word not."

▶ *Students circle not because and explain how those words disprove the choice.*

ANSWER KEY: Misreads a detail. Grandpa says the idea matters, not that impressive words matter.

CHECK FOR UNDERSTANDING

Ask students to name the trap and the word that changes the meaning.

COMMON MISCONCEPTION

Students may accept the answer because impressive words appear in the sentence.

POSSIBLE STUDENT QUESTION

Why is the word not important? It reverses the reason Grandpa gives.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a Not in the text trap.

Make an inference on your own.

Go back to the passage. Answer: What does Grandpa's answer suggest about his years of service? Write your inference and copy one sentence that proves it.

Go back to the reading.
What does Grandpa's answer suggest about his years of service?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Grandpa and support it with dialogue.

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Grade 4 · Prepare Cluster · Inferencing

TEKS 4.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Listen closely to the speaker's words. Then use the exact words that prove your inference.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Grandpa wanted people to remember the message because the idea matters in every generation. These words show Grandpa believed the service idea would stay important over time.

CHOOSE B. He believed service makes the country stronger. He says a country becomes stronger when people serve one another. A is a Misreads a detail trap. C is a Too narrow trap.

SHOW Grandpa says that action carries an idea forward. This shows he valued active service because he believed people should live by ideas, not just hear them.

OWN Grandpa believed service required action, not just words. Proof: “A speech can encourage people to think, but action is what carries the idea forward.”

DEFEND Misreads a detail. Grandpa says impressive words were not the reason he hoped people would remember the speech. He cared because the idea matters in every generation.

YOUR TURN Answers vary. One example: Grandpa believed service was about helping people through action. Proof: A speech can encourage people to think, but action is what carries the idea forward.

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Grade 4 · Prepare Cluster · Inferencing

TEKS 4.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

““I hoped they would remember the message,” he said. “Not because the words sounded impressive, but because the idea matters in every generation.””

What does Grandpa's answer suggest about his years of service?

- A** He cared most about impressive words in the speech.
- B** He believed people should keep serving one another.
- C** He worked only on writing the final speech.
- D** He planned to start a service club at school.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it grabs one small detail or adds an idea the passage does not give.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

He cared most about impressive words in the speech.

- A** Misreads a detail trap. Grandpa says impressive words were not the reason he hoped people would remember the speech.

He believed people should keep serving one another. Correct.

- B** Grandpa says he hoped people would remember the message because the idea matters in every generation. He also says that a country becomes stronger when people serve one another.

He worked only on writing the final speech.

- C** Too narrow trap. Grandpa says people in the administration discussed larger ideas, and he was included in several conversations.

He planned to start a service club at school.

- D** Not in the text trap. The passage does not say Grandpa planned a school service club.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 3 of 36 · Prepare Cluster · Module 3 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can tell the difference between a fact the text states and an inference the clues support.

I can use details from *Serve* to make a smart inference.

I can check each answer to avoid a trap.

THIS WEEK’S FOCUS

Inferencing

from “*Serve*”

An **inference** is an idea the author does not state directly, but clues in the text support it. STAAR asks: **What can the reader infer about why the narrator is interviewing Grandpa?** Watch for traps such as **Stated fact, not an inference, Not in the text, and True but not the answer.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Prepare Cluster • Inferencing

TEKS 4.6(F) • Inferencing • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from *Serve*. An inference is an idea the text proves without saying it directly.”

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

“We will find clues, choose the best inference, show proof, and defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Prepare Cluster Module 4 . a class or student copy of “*Serve*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a stated fact and an inference.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why the narrator is interviewing Grandpa?** Find the clue words.

"For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person."

I CAN | I can find exact clue words that help me infer why the narrator is interviewing Grandpa.

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Grade 4 · Prepare Cluster · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words that support an inference."

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

"The narrator tells us this is for a school project. The clues also show the narrator wants details that were not understood before."

▶ *Read the passage aloud. Have students underline school project, understand the details, and hear the speech.*

ANSWER KEY: The narrator wants details for a school project.

CHECK FOR UNDERSTANDING

Ask students to point to two clue words.

COMMON MISCONCEPTION

Students may copy only school project. That is a fact, but the inference explains the narrator's purpose.

POSSIBLE STUDENT QUESTION

Why is school project not the whole inference? It tells what the project is, but not what the narrator wants to learn.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the narrator hopes to learn from Grandpa.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why the narrator is interviewing Grandpa?** Pick the answer the text proves.

"I opened my notebook, clicked my pen, and wrote the date across the top of the page. I had already prepared several questions, but Grandpa's first sentence made me think of another one."

- A** The narrator already knows all about the story • **B** The narrator plans to become president someday • **C** The narrator wants to learn more for the project

I CAN | I can choose the best inference and reject choices that do not answer the question.

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Grade 4 · Prepare Cluster · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

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

"The narrator prepares questions and adds another one. This shows the narrator wants to learn more for the project."

▶ *Have students choose an answer silently. Then ask partners to name the proof words.*

ANSWER KEY: C. The narrator wants to learn more for the project.

CHECK FOR UNDERSTANDING

Ask which words show careful preparation.

COMMON MISCONCEPTION

Students may choose an answer about Grandpa because he is the person being interviewed. The question asks about the narrator's purpose.

POSSIBLE STUDENT QUESTION

What makes an inference best? It answers the question and is supported by the clues.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the narrator's actions show interest.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the idea that the narrator is deeply interested in Grandpa's memories? Explain how it proves the idea.

"I leaned closer because this was the part I had been waiting to hear."

I CAN | I can explain how a detail proves that the narrator is deeply interested.

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Grade 4 · Prepare Cluster · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"Good evidence does more than repeat a detail. It explains what the detail shows."

▶ *Have students complete: This proves the narrator is interested because...*

ANSWER KEY: The narrator leans closer and has been waiting to hear this memory.

CHECK FOR UNDERSTANDING

Ask students to explain what leaning closer shows.

COMMON MISCONCEPTION

Students may say only that the narrator moved. They must explain that the action shows interest.

POSSIBLE STUDENT QUESTION

Why does leaning closer matter? It shows the narrator wants to hear more carefully.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which earlier clue also shows the narrator's interest.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the narrator keeps asking questions?** Write your inference and one piece of proof.

"Still, I was not ready to stop."

I CAN | I can make my own inference and prove it with an exact detail from the passage.

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Grade 4 · Prepare Cluster · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write an inference and support it."

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

"The answer is not stated in one sentence. Use the narrator's actions to infer the narrator's reason."

▶ *Have students write one inference and copy one proof sentence.*

ANSWER KEY: The narrator keeps asking because the narrator wants to understand more.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that the interview is long. That is a fact, not the reason the narrator continues.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that show the narrator's interest.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the narrator may have learned about the narrator's own life.

TODAY'S THINKING JOB

DEFEND

"I can defend an inference against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The narrator is interviewing Grandpa for a school project.** Explain why it is a trap and name the trap.

"For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person."

I CAN | I can explain why a stated fact is not enough to answer an inference question.

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Grade 4 · Prepare Cluster · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend an inference against a trap."

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

"This answer sounds right because the passage says school project. But it only repeats a stated fact and does not explain the deeper purpose."

▶ *Have students circle school project, then underline the clues about understanding details and hearing the speech.*

ANSWER KEY: Stated fact, not an inference. The answer gives the project, not the narrator's deeper purpose.

CHECK FOR UNDERSTANDING

Ask students to name the trap and give the missing inference.

COMMON MISCONCEPTION

Students may think any true answer is good. It must answer why and require thinking from clues.

POSSIBLE STUDENT QUESTION

Can a true statement be a trap? Yes. It can be true but fail to answer the inference question.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the stated fact into a complete inference.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why the narrator is interviewing Grandpa? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What can the reader infer about why the narrator is interviewing Grandpa?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the narrator's purpose and prove it with a sentence from the text.

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Grade 4 · Prepare Cluster · Inferencing

TEKS 4.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Answer the question first. Then find the exact words that prove 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.

Answers, across the five thinking levels.

NOTICE school project, understand the details, and hear the speech; these clues show the narrator wants to learn more for the project.

CHOOSE C. The narrator wants to learn more for the project. The narrator prepared questions and added another one, showing a desire to learn more for the project. A is an Opposite trap. B is a Not in the text trap.

SHOW The narrator leans closer and says this is the part the narrator had been waiting to hear. The narrator's action and words show strong interest in Grandpa's memories.

OWN The narrator keeps asking because the conversation is helping the narrator understand more. Proof: Still, I was not ready to stop.

DEFEND Stated fact, not an inference. The school project is stated directly, but the clues show the narrator wants to understand details and Grandpa's experience.

YOUR TURN Answers vary. One example: The narrator wants to understand more about Grandpa's experiences for the school project. Proof: I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person."

What can the reader infer about why the narrator is interviewing Grandpa?

- A** The narrator already knows every story detail.
- B** The narrator plans to become president someday.
- C** The narrator wants more details for the project.
- D** The narrator is doing a school project.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the school project answer because it is stated in the excerpt, even though the question asks for an inference about the narrator's purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A The narrator already knows every story detail.**
Opposite trap. The narrator had heard only parts of the story and wanted to understand more details.
- B The narrator plans to become president someday.**
Not in the text trap. The passage does not say the narrator plans to become president.
- C The narrator wants more details for the project. Correct.**
The narrator says the interview is for a school project and wants to understand more details after hearing only parts of the story.
- D The narrator is doing a school project.**
Stated fact, not an inference trap. This repeats the project, but it does not explain the narrator's deeper purpose.

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Grade 4 · Prepare Cluster · Inference

TEKS 4.6(F) · Inference · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

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

I can explain why people acted by using proof.

I can check choices for trap answers.

THIS WEEK'S FOCUS

Inferencing

from “A Promise Written Long Ago”

An **inference** is an idea the author does not say out loud, but the clues support it. STAAR asks: **What can the reader infer about why the barons were unhappy with King John?** This week we will watch for **Wrong motive for a true action, Not in the text, and Misreads a detail.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 1 • Inferencing

TEKS 4.6(F) • Inferencing • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to infer why people acted. An inference is an idea the text proves without saying it directly.”

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

“We will find clues, choose the best inference, show the evidence, and defend our answers against traps.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how a clue can help us infer a person's reason.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clues about why people acted."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why the barons were unhappy with King John?** Find the clue words.

"Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions."

I CAN | I can find exact words that explain why the barons were unhappy.

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Grade 4 · Cluster 1 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clues about why people acted."

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

"Look for the actions that made the barons unhappy. The text gives us two clear clues."

▶ *Read the sentences twice. Students underline heavy taxes and unfair decisions.*

ANSWER KEY: Heavy taxes and unfair decisions.

CHECK FOR UNDERSTANDING

Ask a student to point to both clue phrases.

COMMON MISCONCEPTION

Students may underline only unhappy. That tells the feeling, not the reason.

POSSIBLE STUDENT QUESTION

Why do I need more than the word unhappy? The other words explain why they felt that way.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what these clues show about King John's treatment.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why the barons were unhappy with King John?** Pick the answer the text proves.

"The barons wanted the king to follow rules. They believed even the king should not have complete power."

- A** They wanted to rule England themselves • **B** They wanted fair rules for everyone • **C** They were happy with his decisions

I CAN | I can choose the best reason and avoid answers the text does not support.

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Grade 4 • Cluster 1 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

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

"The best choice explains the barons' reason. Check each choice against the passage."

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

ANSWER KEY: B. They wanted fair rules for everyone.

CHECK FOR UNDERSTANDING

Ask a student which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose that the barons wanted to rule England themselves. The text says they wanted the king to follow rules, not to rule England.

POSSIBLE STUDENT QUESTION

How do I test a choice? Ask, Does the passage prove this exact idea?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name the clue that rules out each wrong choice.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference** that the barons wanted to limit King John's power? Explain how it proves the idea.

"The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else."

I CAN | I can connect a detail about the Magna Carta to the barons' reason for acting.

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Grade 4 • Cluster 1 • Inferencing • Wednesday

TEKS 4.6(F) • Inferencing • Week 5 of 36 • Cluster 1 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves an inference."

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

"Evidence must do more than mention the Magna Carta. It must show what the barons wanted changed."

▶ Students circle limited the king's power and follow the law. Ask them to explain the connection.

ANSWER KEY: The king had to follow the law and have less power.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves the barons wanted limits because...

COMMON MISCONCEPTION

Students may say only that the Magna Carta was important. Explain what made it important.

POSSIBLE STUDENT QUESTION

Why is limited the king's power strong evidence? It shows the change the barons wanted.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this detail connects to the barons' meeting at Runnymede.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the barons forced King John to meet them?** Write your inference and one piece of proof.

"So, they forced King John to meet them at Runnymede. There, the Magna Carta was agreed to and sealed."

I CAN | I can explain the barons' reason and support it with exact text evidence.

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Grade 4 · Cluster 1 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write an inference and prove it."

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

"Your inference should explain why they acted. Then use a sentence that supports your thinking."

▶ *Students write one reason and copy one proof sentence or phrase.*

ANSWER KEY: They wanted rules to limit the king's power.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the reason.

COMMON MISCONCEPTION

Students may write only that the meeting happened. That is a fact, not the reason.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The passage must give clues for your reason.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether fairness or power is the stronger reason, and why.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The barons forced King John to meet them because they wanted to become king.** Explain why it is a trap and name the trap.

"The barons wanted the king to follow rules. They believed even the king should not have complete power."

I CAN | I can use the text to explain why a true action has the wrong motive.

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Grade 4 · Cluster 1 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"The answer uses a true action, but it gives the wrong reason. That is the featured trap."

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

ANSWER KEY: Wrong motive for a true action. They wanted rules, not to become king.

CHECK FOR UNDERSTANDING

Ask a student to name the true action and the wrong motive.

COMMON MISCONCEPTION

Students may accept the answer because the barons forced a meeting. Check the reason, too.

POSSIBLE STUDENT QUESTION

Why is the action not enough? The question asks why they acted, so the motive must be supported.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a motive trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another wrong motive for the same true action.

Make an inference on your own.

Go back to the passage. Answer: Why did the barons want the king to follow rules? Copy one sentence that proves your answer.

Go back to the reading.

Why did the barons want the king to follow rules?

Write your inference. Then copy one sentence that proves it.

I CAN | I can infer why the barons wanted rules and prove it with the text.

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Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

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

 ~5 min

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

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

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

“Ask why the person acted. Then use exact words from the passage to prove 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.

Answers, across the five thinking levels.

NOTICE Heavy taxes and unfair decisions.

These clues show King John treated the barons unfairly.

CHOOSE B. They wanted fair rules for everyone.

They wanted fair rules because King John collected heavy taxes and made unfair decisions. A is a Not in the text trap. C is an Opposite trap.

SHOW The document limited the king's power and made him follow the law. This supports the inference that the barons wanted rules for the king.

OWN The barons forced King John to meet them because they wanted him to follow rules and have less power. Proof: The barons wanted the king to follow rules.

DEFEND Wrong motive for a true action. The barons really forced King John to meet them, but the text says they wanted rules and less power for the king, not the throne.

YOUR TURN Answers vary. One example: They wanted fair treatment and change. Proof: People were tired of unfair treatment and wanted change.

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Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.”

What can the reader infer about why the barons were unhappy with King John?

- A** The barons thought King John treated them unfairly.
- B** The barons wanted King John to have more power.
- C** The barons lived in the United States.
- D** The barons collected heavy taxes from King John.

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Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a word but changes its meaning, gives the opposite idea, or changes who acted.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

- A The barons thought King John treated them unfairly. Correct.**
The excerpt says the king collected heavy taxes and made unfair decisions, which shows unfair treatment.
- B The barons wanted King John to have more power.**
Opposite trap. The passage says the barons wanted to limit the king's power.
- C The barons lived in the United States.**
Not in the text trap. The passage mentions the United States later, but it does not say the barons lived there.
- D The barons collected heavy taxes from King John.**
Misreads a detail trap. The text says the king collected the taxes, not the barons.

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Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

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

I can connect what happened with what changed.

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

THIS WEEK'S FOCUS

Inferencing

from “A Promise Written Long Ago”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about the results of the Magna Carta described in this part of the text?** Watch for **Overygeneralization**, too broad, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 1 • Inferencing

TEKS 4.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer results from causes in the Magna Carta passage. We will connect what people wanted with what changed.”

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

“We will practice noticing clues, choosing the best inference, showing proof, owning our thinking, and defending against trap answers.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how a cause can help us infer a result.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clues about what the barons wanted."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"The barons wanted the king to follow rules. They believed even the king should not have complete power."

I CAN | I can notice cause and result clues that help me infer what changed.

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Grade 4 · Cluster 1 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clues about what the barons wanted."

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

"The barons wanted rules for the king. That tells us they wanted his power limited."

▶ Read the two sentences aloud. Students underline follow rules and not have complete power.

ANSWER KEY: The barons wanted rules and limits on the king.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the barons wanted change.

COMMON MISCONCEPTION

Students may choose Runnymede as the clue. The place matters, but the barons' wishes give the best clue.

POSSIBLE STUDENT QUESTION

Why do the barons want rules? They are worried about the king having too much power.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding cause and result clues. Keep the demand at this level.

RAISE THE THINKING

Ask what result might follow if the king must follow rules.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the results of the Magna Carta described in this part of the text?** Pick the answer the text supports.

"There, the Magna Carta was agreed to and sealed."

A The king had less power. • **B** The king gained more power. • **C** All governments became completely fair.

I CAN | I can choose the result that best follows from the clues in the passage.

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Grade 4 • Cluster 1 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

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

"The document was agreed to after the barons said the king should follow rules. Choose the result that matches their goal."

▶ *Students choose an answer silently. Then they explain which clue supports it.*

ANSWER KEY: A. The king had less power.

CHECK FOR UNDERSTANDING

Ask which choice shows a limit on the king's power.

COMMON MISCONCEPTION

Students may choose that all governments became fair everywhere. That claim is too broad because the passage describes specific results, not every government.

POSSIBLE STUDENT QUESTION

How do I avoid a trap? Connect the choice to the cause and the result in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what evidence would show that the king still had complete power.

TODAY'S THINKING JOB

SHOW

"I can show the detail that proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the Magna Carta limited the king's power?** Explain how it proves the inference.

"The Magna Carta was important because it limited the king's power."

I CAN | I can explain how a specific detail supports an inference about the Magna Carta.

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Grade 4 · Cluster 1 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show the detail that proves an inference."

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

"Strong evidence does more than mention the Magna Carta. It explains the change caused by it."

▶ *Students copy the key detail and finish: This proves the inference because...*

ANSWER KEY: It limited the king's power, so the king had less authority.

CHECK FOR UNDERSTANDING

Ask students to explain how limited connects to less power.

COMMON MISCONCEPTION

Students may copy a detail about the meeting without explaining the result.

POSSIBLE STUDENT QUESTION

Why is this detail strong evidence? It directly names the result of the Magna Carta.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which later detail shows another result of limiting the king's power.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the results of the Magna Carta?** Write your inference and one piece of proof.

"While the document did not solve every problem in England, it represented an important step toward limiting government power and protecting individual rights."

I CAN | I can connect a result in the passage to my own supported inference.

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Grade 4 • Cluster 1 • Inferencing • Thursday

TEKS 4.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write an inference and support it with proof."

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

"Your inference should go one step beyond the words, but every part must have proof."

► *Students write one inference and copy one sentence or phrase that supports it.*

ANSWER KEY: It helped limit power and protect rights.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to its proof.

COMMON MISCONCEPTION

Students may write that the Magna Carta solved every problem. The passage says it did not.

POSSIBLE STUDENT QUESTION

How do I know my inference is not too broad? Make sure the passage supports every part of it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain why important step is different from solved every problem.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against an overgeneralization."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Magna Carta solved every problem in every government.** Explain why it is a trap and name the trap.

"While the document did not solve every problem in England, it represented an important step toward limiting government power and protecting individual rights."

I CAN | I can use exact evidence to show why a too broad answer is wrong.

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Grade 4 · Cluster 1 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against an overgeneralization."

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

"The trap stretches the result far beyond the passage. Look for words that limit the claim."

▶ *Students underline did not solve every problem and explain why the wrong answer goes too far.*

ANSWER KEY: Overgeneralization, too broad. The text says it did not solve every problem.

CHECK FOR UNDERSTANDING

Ask students to name the words that make the wrong answer too broad.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why is this too broad? It changes England into every government and important progress into solving every problem.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to rewrite the wrong answer so it matches the passage.

Make your own inference.

Go back to the passage. Answer: What can the reader infer about the results of the Magna Carta? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about the results of the Magna Carta?

Write your inference. Then copy one sentence that proves it.

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

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Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Connect the cause to the result, then prove your inference with exact words from the passage.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Follow rules and not have complete power. These clues show the barons wanted limits on the king.

CHOOSE A. The king had less power. The barons wanted the king to follow rules and not have complete power. B is an Opposite trap. C is an Overgeneralization, too broad trap.

SHOW The detail says it limited the king's power. This directly proves that the document reduced the king's authority.

OWN The Magna Carta helped limit government power and protect rights. The sentence says it was an important step toward both results.

DEFEND Overgeneralization, too broad. The passage says the document did not solve every problem in England. It helped limit power and protect rights, but the wrong answer claims every problem in every government was solved.

YOUR TURN Answers vary. One example: The Magna Carta helped protect people's rights. Proof: It also protected certain rights of the people.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·**Review the Answers** ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The barons wanted the king to follow rules. They believed even the king should not have complete power.”

What can the reader infer about the results of the Magna Carta described in this part of the text?

- A** The Magna Carta increased the king's power.
- B** The Magna Carta solved all problems everywhere.
- C** The Magna Carta limited the king's power.
- D** The Magna Carta moved the king overseas.

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Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds important or repeats a word from the excerpt.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A The Magna Carta increased the king's power.**
Opposite trap. The barons wanted the king to follow rules and not have complete power.
- B The Magna Carta solved all problems everywhere.**
Overgeneralization, too broad trap. The passage says it did not solve every problem in England.
- C The Magna Carta limited the king's power. Correct.**
The barons wanted the king to follow rules and not have complete power, so the document helped limit his power.
- D The Magna Carta moved the king overseas.**
Not in the text trap. The passage does not say the king moved anywhere.

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Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 6 of 36 · Cluster 1 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what Tayanita is like from her actions.

I can use clues from the story to support my thinking.

I can check that my answer is proved by the text.

THIS WEEK'S FOCUS

Inferencing

from “Morning in the Village”

This week we are **inferring about a character**. An **inference** is an idea the author does not say directly, but the character's actions and other clues support it. STAAR asks: **What can the reader infer about Tayanita based on her actions?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Plausible but unsupported** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 1 • Inferencing

TEKS 4.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to infer what Tayanita is like from her actions. An inference is an idea the text supports even when the author does not say it directly.”

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

“Each day we will practice the STAAR question, What can the reader infer about Tayanita based on her actions? We will also learn to spot trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 1 Module 3 . a class or student copy of "Morning in the Village" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an action can give a clue about a character.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about Tayanita."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Tayanita based on her actions?** Find the clue words.

"Tayanita often helped by pulling weeds or carrying baskets filled with vegetables."

I CAN | I can notice action words that help me infer what Tayanita is like.

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Grade 4 · Cluster 1 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a clue about Tayanita."

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

"Look at what Tayanita does. Her actions give us clues about her character."

▶ *Read the sentence twice. Students underline helped, pulling weeds, and carrying baskets.*

ANSWER KEY: Her actions show that she is helpful.

CHECK FOR UNDERSTANDING

Ask a student to point to one action that gives a clue.

COMMON MISCONCEPTION

Students may describe the vegetables instead of Tayanita.

POSSIBLE STUDENT QUESTION

Why do her actions matter? Actions show what a character is like.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what character trait these actions suggest.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Tayanita based on her actions?** Pick the answer the text proves.

"Tayanita listened carefully and imagined what those places might look like."

A She has traveled many days away from home. • **B** She dislikes hearing visitors share their stories. • **C** She is curious about the wider world.

I CAN | I can choose the character inference that best matches Tayanita's actions.

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Grade 4 • Cluster 1 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose an inference the text supports."

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

"Tayanita listens carefully and imagines faraway places. Which choice best describes her?"

▶ Students choose an answer, then tell a partner which action supports it.

ANSWER KEY: C. She is curious about the wider world.

CHECK FOR UNDERSTANDING

Ask students which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose that Tayanita traveled many days away because another person mentioned people who lived many days away.

POSSIBLE STUDENT QUESTION

How can I avoid a trap? Match the choice to Tayanita's actions, not another character's actions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what else a careful listener might do.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Tayanita is eager to learn?** Explain how it proves the inference.

"Although the explanation seemed complicated, Tayanita liked learning about the plants."

I CAN | I can explain how Tayanita's action and feeling prove an inference.

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Grade 4 · Cluster 1 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"The best evidence shows Tayanita keeps learning even when the ideas are hard."

▶ *Students copy the sentence and finish: This proves she is eager to learn because...*

ANSWER KEY: She liked learning even when the explanation seemed complicated.

CHECK FOR UNDERSTANDING

Ask a student to explain the word **although** in this clue.

COMMON MISCONCEPTION

Students may say only that the plants were complicated.

POSSIBLE STUDENT QUESTION

Why does **complicated** matter? It shows she kept learning even when it was difficult.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what action shows the same trait later.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Tayanita based on her actions?** Write your own inference and one piece of proof.

"Tayanita smiled as she stepped inside her home."

I CAN | I can infer a character trait and support it with exact evidence.

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Grade 4 · Cluster 1 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can make my own inference and prove it."

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

"Make an inference about Tayanita, then connect it to what she does or feels."

▶ *Students write a character trait and copy one sentence that supports it.*

ANSWER KEY: She feels happy and at home.

CHECK FOR UNDERSTANDING

Ask a student to read the proof for the inference.

COMMON MISCONCEPTION

Students may write that Tayanita smiled because she was tired. The passage does not support that reason.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to her smile and the details about home and community.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Tayanita's actions across the day build this inference.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Tayanita understands every detail about the plants.** Explain why it is a trap and name the trap.

"Although the explanation seemed complicated, Tayanita liked learning about the plants."

I CAN | I can use exact text evidence to explain why a tempting inference is wrong.

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Grade 4 · Cluster 1 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This answer sounds possible because Tayanita liked learning. But the passage does not say she understood every detail."

▶ *Students name the trap and explain why the sentence does not prove the wrong answer.*

ANSWER KEY: Plausible but unsupported. The passage does not say Tayanita understood every detail.

CHECK FOR UNDERSTANDING

Ask which words show what the passage says and does not say.

COMMON MISCONCEPTION

Students may call it Not in the text because the answer is not stated exactly. The answer adds an idea the text does not prove.

POSSIBLE STUDENT QUESTION

Why is it plausible? Tayanita liked learning, but the text does not prove she understood every detail.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create another unsupported answer about Tayanita.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Tayanita based on her actions? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Tayanita based on her actions?
Write your inference. Then copy one sentence that proves it.

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

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Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Write your inference first. Then copy the exact sentence that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The words helped, pulling weeds, and carrying baskets show that Tayanita was helpful.

CHOOSE C. She is curious about the wider world. She listened carefully and imagined what the places might look like. A is a Misreads a detail trap. B is an Opposite trap.

SHOW She liked learning even when the explanation seemed complicated. This shows she was eager to learn.

OWN Tayanita feels happy and at home. Her smile as she stepped inside shows that she was glad to be home.

DEFEND Plausible but unsupported. Tayanita liked learning, but the passage does not say she understood every detail.

YOUR TURN Answers vary. One example: Tayanita is responsible. Proof: Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Tayanita listened closely. She enjoyed hearing stories about the past. They helped her understand why certain traditions remained important.”

What can the reader infer about Tayanita based on her actions in this part of the text?

- A** Tayanita wants to forget her Caddo traditions.
- B** Tayanita visited places many days from home.
- C** Tayanita tells stories about her Caddo traditions.
- D** Tayanita enjoys learning about her Caddo traditions.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses a detail about traditions or distant places without checking who the detail describes.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is D.

- A Tayanita wants to forget her Caddo traditions.**
Opposite trap. She enjoys the stories and wants to understand why traditions matter.
- B Tayanita visited places many days from home.**
Not in the text trap. A visitor talked about people who lived many days away, but the passage does not say Tayanita visited those places.
- C Tayanita tells stories about her Caddo traditions.**
Plausible but unsupported trap. Her grandfather shared stories, and Tayanita listened to them. The passage does not say she tells stories.
- D Tayanita enjoys learning about her Caddo traditions. Correct.**
She listened closely, enjoyed the stories, and learned why traditions mattered.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference about daily life from clues in the passage.

I can use details about work, families, and the village to support my thinking.

I can check choices for answers that go beyond what the text proves.

THIS WEEK'S FOCUS

Inferencing

from “Morning in the Village”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **Based on the details about the village, what can the reader infer about Caddo families?** This week we will watch for **Not in the text**, **Opposite**, and **Goes beyond the text** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Inferencing

TEKS 4.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to infer what daily life was like for Caddo families. An inference is an idea the text supports without saying it directly.”

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

“We will study clues about work, families, and cooperation. We will also learn to catch answers that go beyond the text.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 1 Module 4 . a class or student copy of "Morning in the Village" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clues about daily life."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on the details about the village, what can the reader infer about Caddo families?** Find the clue words.

"If someone needed help building a home or gathering food, neighbors were willing to assist. The community depended on cooperation."

I CAN | I can notice exact words that support an inference about Caddo families.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clues about daily life."

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

"Look for words that show how people treated one another. Help and cooperation are strong clues."

▶ *Read the sentences twice. Students underline help, assist, and cooperation.*

ANSWER KEY: Help, assist, and cooperation show families worked together.

CHECK FOR UNDERSTANDING

Ask students to point to one word that shows cooperation.

COMMON MISCONCEPTION

Students may focus on one person gathering food and miss that neighbors were willing to assist.

POSSIBLE STUDENT QUESTION

How do these details help me infer?
They show a pattern of people working together.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what kind of community these clues describe.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on the details about the village, what can the reader infer about Caddo families?** Pick the answer the text proves.

"The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist."

- A** Families depended on one another for help • **B** Families avoided helping one another with work • **C** Families sang songs together after every meal

I CAN | I can choose the best inference and avoid answers that are not supported.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

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

"Read both sentences. They show what families did for one another."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: A. Families depended on one another for help.

CHECK FOR UNDERSTANDING

Ask which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose the answer about families singing after every meal because it sounds friendly, but the passage does not say that.

POSSIBLE STUDENT QUESTION

Why is singing after every meal a trap? The passage does not mention it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other village detail supports the same inference.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Caddo families worked together?** Explain how it proves the inference.

"Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months."

I CAN | I can explain how a detail about village life proves an inference.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Inferencing • Wednesday

TEKS 4.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

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

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

"A strong detail does more than sound related. It explains how families depended on one another."

► *Have students complete: This proves families worked together because...*

ANSWER KEY: Families worked together on crops to provide enough food.

CHECK FOR UNDERSTANDING

Ask a student to explain why the harvest detail proves cooperation.

COMMON MISCONCEPTION

Students may only repeat the detail. Ask them to explain how it proves the idea.

POSSIBLE STUDENT QUESTION

Why is the harvest important? It gave the village enough food for the coming months.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what might happen if people did not do their part.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the details about the village, what can the reader infer about Caddo families?** Write your inference and one piece of proof.

"Children learned by watching adults and helping whenever they could. Tayanita felt proud when her parents trusted her with important jobs."

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

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can make an inference and prove it."

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

"Your inference should go one step beyond the words, but every part must be supported."

▶ *Students write an inference and copy one exact sentence as proof.*

ANSWER KEY: Children learned by helping adults and doing important jobs.

CHECK FOR UNDERSTANDING

Ask a student to read the proof sentence aloud.

COMMON MISCONCEPTION

Students may write that children never worked. The passage shows children helped.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to exact words that prove it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how helping children prepared them for village life.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Caddo families shared every task with every neighbor.** Explain why it is a trap and name the trap.

"The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist."

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

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Grade 4 · Cluster 1 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This trap adds an extreme claim about every task and every neighbor. Check what the passage actually proves."

▶ *Students write the trap name and copy words that show what the passage really says.*

ANSWER KEY: Goes beyond the text. People often worked together, and neighbors assisted.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may choose the answer because it sounds like strong cooperation. Remind them that the passage does not say every task was shared with every neighbor.

POSSIBLE STUDENT QUESTION

Why does this answer go beyond the text? It says every task and every neighbor, but the passage does not prove that.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create a Not in the text answer about the families.

Make an inference on your own.

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

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

I CAN | I can make an inference about daily life and support it with evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

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

 ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE help, assist, and cooperation. These words show that families worked together.

CHOOSE A. Families depended on one another for help. Neighbors helped with homes and food, and the community depended on cooperation. B is an Opposite trap. C is a Not in the text trap.

SHOW Families worked together on the crops. This shows cooperation helped provide food for everyone.

OWN Caddo children learned by helping adults and taking on important jobs. Proof: Children learned by watching adults and helping whenever they could.

DEFEND Goes beyond the text. The passage says people often worked together and neighbors helped when needed, but it does not say every task was shared with every neighbor.

YOUR TURN Answers vary. One example: Caddo families shared the work needed to care for the village. Proof: The village depended on everyone doing their part.

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Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist.”

Based on the details about the village, what can the reader infer about Caddo families?

- A** Caddo families avoided helping their neighbors with work.
- B** Caddo families depended on one another for help.
- C** Caddo families sang songs together after every meal.
- D** Caddo families shared every task with every neighbor.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inferencing

TEKS 4.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible without checking what the passage proves.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is B.

- A Caddo families avoided helping their neighbors with work.**
Opposite trap. The passage says people often worked together and neighbors were willing to assist.
- B Caddo families depended on one another for help. Correct.**
The passage says people worked together and neighbors assisted with homes and food.
- C Caddo families sang songs together after every meal.**
Not in the text trap. The passage does not say that families sang songs after every meal.
- D Caddo families shared every task with every neighbor.**
Goes beyond the text trap. The passage supports helping, but it does not prove that every task was shared with every neighbor.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Inference

TEKS 4.6(F) · Inference · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a smart idea from science facts in the passage.

I can use exact clues to support my thinking.

I can check choices for traps that are too broad or unsupported.

THIS WEEK'S FOCUS

Inferencing

from “The Energy We Use Everyday”

An **inference** is an idea the author does not say directly, but the facts support. STAAR asks: **What can the reader infer about renewable resources based on this part of the text?** This week we will watch for **Overgeneralization**, **too broad**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Inferencing

TEKS 4.6(F) • Inferencing • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will make inferences from science facts about the energy we use every day.”

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

“We will find clues, choose the best inference, show proof, and defend our thinking against trap answers.”

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

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

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about renewable resources."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"Renewable resources can be replaced over time and used again."

I CAN | I can notice exact science facts that support an inference.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words about renewable resources."

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

"Look for facts that tell what renewable resources can do. Replaced and used again are important clues."

► *Read the sentence twice. Students underline replaced over time and used again.*

ANSWER KEY: Replaced over time and used again.

CHECK FOR UNDERSTANDING

Ask students to point to the two clue phrases.

COMMON MISCONCEPTION

Students may choose the word renewable alone. The whole sentence gives the evidence.

POSSIBLE STUDENT QUESTION

Why are both clue phrases helpful? Together, they show the resource can return for future use.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what larger idea these clues support.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about renewable resources based on this part of the text?** Pick the answer the facts prove.

"The sun provides energy each day, and wind can be used to generate electricity."

A Renewable resources are always available. • **B** Renewable resources can help provide energy. • **C** Renewable resources form deep underground.

I CAN | I can choose the best inference and avoid answers that go too far.

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 9 of 36 • Cluster 2 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

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

"Use both facts. The best choice should match the paragraph and stay close to its meaning."

▶ *Students choose an answer, then explain which facts support it.*

ANSWER KEY: B. Renewable resources can help provide energy.

CHECK FOR UNDERSTANDING

Ask which words support the correct choice.

COMMON MISCONCEPTION

Students may choose that renewable resources are always available. This part of the text does not support that broad claim.

POSSIBLE STUDENT QUESTION

How can I avoid a too broad answer? Check whether every part of the choice is supported.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the paragraph does not tell us about every renewable resource.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that renewable resources can be a helpful energy choice?** Explain how it proves it.

"They do not run out easily, and they often cause less damage to the environment."

I CAN | I can explain how a science fact proves an inference.

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Grade 4 · Cluster 2 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Evidence must prove the idea in the question. This detail gives two benefits, not just one fact."

▶ *Students underline do not run out easily and less damage, then explain the connection.*

ANSWER KEY: The two benefits show why renewable resources can be helpful.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports the idea because...

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why is less damage important? It shows a possible benefit for the environment.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which fact is the strongest support and why.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about using renewable energy?** Write your inference and one piece of proof.

"This can cause mismanagement of energy resources if people do not plan carefully."

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

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can make my own inference and prove it."

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

"Your inference should go one step beyond the words, but the passage must support it."

► *Students write the inference and copy one sentence from the passage as proof.*

ANSWER KEY: People need to plan carefully. Proof: This can cause mismanagement of energy resources if people do not plan carefully.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that renewable energy is always available. The passage says the opposite.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that prove it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how sunlight and weather affect planning.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Renewable resources are always available and never cause problems.** Explain why it is a trap and name the trap.

"Renewable energy sources are not always available."

I CAN | I can use a sentence from the passage to explain why a choice is too broad.

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Grade 4 · Cluster 2 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"The trap makes a huge claim about every renewable resource. Look for words such as always and never."

▶ *Students cross out the trap answer and write the trap name with the disproving evidence.*

ANSWER KEY: Overgeneralization, too broad. The passage says renewable energy is not always available.

CHECK FOR UNDERSTANDING

Ask students to name the too broad words.

COMMON MISCONCEPTION

Students may accept the choice because renewable resources have advantages. The choice adds claims the passage does not support.

POSSIBLE STUDENT QUESTION

Why is always a warning word? One exception makes an always claim false.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to revise the wrong choice so it is supported.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about renewable resources from this part of the text? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about renewable resources from this part of the text?

Write your inference. Then copy one sentence that proves it.

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

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Write the inference first. Then copy the exact sentence that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Replaced over time and used again. These words show renewable resources can be available for future use.

CHOOSE B. Renewable resources can help provide energy. The paragraph says the sun provides energy and wind can generate electricity. A is an Overgeneralization, too broad trap. C is a Misreads a detail trap.

SHOW The detail says renewable resources do not run out easily and often cause less damage. Those benefits make them a helpful energy choice.

OWN People need to plan carefully when using renewable energy. Proof: renewable energy sources are not always available, so poor planning can cause mismanagement.

DEFEND Overgeneralization, too broad. The choice says always and never, but the passage says renewable energy is not always available and can cause mismanagement if people do not plan carefully.

YOUR TURN Answers vary. One example: Renewable resources can remain useful over time. Proof: Renewable resources can be replaced over time and used again.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity.”

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

- A** Renewable resources can be replaced and provide energy.
- B** Renewable resources are always available everywhere.
- C** Renewable resources take millions of years to form.
- D** Renewable resources cannot be replaced over time.

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Grade 4 · Cluster 2 · Inference

TEKS 4.6(F) · Inference · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats one fact but adds an idea the paragraph does not prove.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

- A Renewable resources can be replaced and provide energy. Correct.**
this part of the text says renewable resources can be replaced and gives sunlight and wind as energy examples.
- B Renewable resources are always available everywhere.**
Overgeneralization, too broad trap. this part of the text gives examples but does not say they are always available everywhere.
- C Renewable resources take millions of years to form.**
Misreads a detail trap. Taking millions of years to form describes nonrenewable resources in this part of the text.
- D Renewable resources cannot be replaced over time.**
Opposite trap. this part of the text says renewable resources can be replaced over time.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in the text.

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

I can check for trap answers that sound true but do not support the inference.

THIS WEEK'S FOCUS

Inferencing

from “The Energy We Use Everyday”

An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **Which sentence best supports the inference that people depend on natural resources?** This week we will watch for **True detail**, **not support**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences about how people use energy and natural resources. An inference is an idea the text supports without saying it directly.”

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

“Each day we will practice finding clues, choosing the best inference, showing proof, owning our thinking, and defending against the True detail, not support trap.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain why a sentence can be true but still fail to support an inference.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence best supports the inference that people depend on natural resources?** Find the clue words.

"When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth."

I CAN | I can find exact clue words that support an inference about the passage.

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Grade 4 · Cluster 2 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice words that support an inference."

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

"Look for the actions people do every day. Then connect those actions to natural resources."

▶ *Read the sentence twice. Students underline the daily actions and circle natural resources.*

ANSWER KEY: Daily actions and natural resources are the clue words.

CHECK FOR UNDERSTANDING

Ask a student to point to one daily action and the resource phrase.

COMMON MISCONCEPTION

Students may underline only natural resources. The actions show how people depend on them.

POSSIBLE STUDENT QUESTION

Why do the actions matter? They show what people use resources to do.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what bigger idea these clue words support.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how people use energy?** Pick the idea the text supports.

"Energy is an important part of daily life."

A People use energy in many parts of life • **B** People use energy only at home • **C** People use energy to play video games

I CAN | I can choose the inference that fits the clues and avoid trap answers.

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Grade 4 · Cluster 2 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

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

"The best inference goes one step beyond the words, but the text must support it."

▶ *Students choose an answer, then point to a phrase that supports it.*

ANSWER KEY: A. People use energy in many parts of life.

CHECK FOR UNDERSTANDING

Ask which words support the correct choice.

COMMON MISCONCEPTION

Students may choose that energy is used to play video games. The passage does not mention video games.

POSSIBLE STUDENT QUESTION

How do I check a choice? Ask, What words in the passage prove it?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name why one wrong choice is a trap.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that people depend on natural resources?** Explain how it proves the inference.

"Without energy, many of the things we depend on each day would not be possible."

I CAN | I can explain how exact words from the passage prove an inference.

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Grade 4 · Cluster 2 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"The detail must connect both parts: what people need and where the energy comes from."

▶ *Have students write the detail and finish: This supports the inference because...*

ANSWER KEY: People depend on daily things that need energy from natural resources.

CHECK FOR UNDERSTANDING

Ask a student to explain the connection using because.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why is the source of energy important? It connects daily needs to natural resources.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

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

"Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations."

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

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Grade 4 · Cluster 2 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can make an inference and prove it."

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

"Your inference should be a bigger idea, and your proof should come directly from the passage."

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

ANSWER KEY: People can help protect Earth's resources by learning about energy choices. Proof: the sentence says learning helps people make informed choices that protect Earth's resources.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy the sentence as the inference. The inference should explain what the sentence shows.

POSSIBLE STUDENT QUESTION

How do I know if my inference goes too far? Check whether the passage gives proof for it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this idea connects to future generations.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Renewable resources can be replaced over time and used again.** Explain why it is a trap and name the trap.

"Without energy, many of the things we depend on each day would not be possible."

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

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Grade 4 · Cluster 2 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend an answer with text evidence."

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

"A choice can be true and still be the wrong support. Ask whether it proves the exact inference."

▶ *Students name the trap and compare the wrong answer with the quoted sentence.*

ANSWER KEY: True detail, not support. The answer is true, but it does not prove daily dependence.

CHECK FOR UNDERSTANDING

Ask students to explain what the quote proves instead.

COMMON MISCONCEPTION

Students may choose the answer because it contains words about resources. The words must support the question.

POSSIBLE STUDENT QUESTION

Can a true sentence be wrong? Yes. It must also support the inference being asked about.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a true detail fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another true detail that would not support this inference.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how communities meet their energy needs? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how communities meet their energy needs?
Write your inference. Then copy one sentence that proves it.

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

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Write your inference first. Then copy the exact sentence that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The clue words are the daily actions and natural resources. These examples show that people use energy from natural resources in daily life.

CHOOSE A. People use energy in many parts of life. The passage names home, school, and work. Together, these places show that people use energy in many parts of life. B is a Misreads a detail trap. C is a Not in the text trap.

SHOW This detail shows that people depend on many things that need energy each day. Earlier in the passage, the author explains that this energy comes from natural resources.

OWN People can help protect Earth's resources by learning about energy choices. Proof: Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations.

DEFEND True detail, not support. The chosen answer is true, but it explains replacement, not how people depend on natural resources for daily needs.

YOUR TURN Communities depend on several energy sources to meet their needs. Proof: Because of this, communities often use several different energy sources to meet their needs.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on each day would not be possible.”

Which sentence best supports the inference that people depend on natural resources?

- A** People use energy at home, at school, and at work for many daily activities.
- B** Energy is an important part of daily life for people in many places and situations.
- C** Without energy, many of the things we depend on each day would not be possible.
- D** People travel in a car every day as one way they use energy in daily life.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds true or repeats a word from the excerpt.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

People use energy at home, at school, and at work for many daily activities.

- A** True detail, not support trap. It shows where people use energy, but it does not connect those daily activities to natural resources.

Energy is an important part of daily life for people in many places and situations.

- B** Too broad trap. It says energy matters, but it does not show what people depend on or connect that dependence to natural resources.

Without energy, many of the things we depend on each day would not be possible. Correct.

- C** It directly connects daily things people need with energy made from natural resources.

People travel in a car every day as one way they use energy in daily life.

- D** Misreads a detail trap. The passage gives travel in a car as one example, but it does not say people travel in a car every day.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer how people felt.

I can compare two points of view in the passage.

I can prove my inference with exact evidence.

THIS WEEK'S FOCUS

Inferencing

from “Columbus’s Arrival”

An **inference** is an idea the text supports even when the author does not say it directly. This week, I will compare Columbus’s point of view with the Taino point of view. STAAR asks: **What can the reader infer about how the Taino felt when Columbus claimed the land?** Watch for **Opposite of the evidence**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 2 • Inferencing

TEKS 4.6(F) • Inferencing • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will make inferences about two points of view in Columbus’s Arrival. We will think about how Columbus and the Taino may have viewed the same events differently.”

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

“We will use exact clues from the passage to infer how the Taino felt when Columbus claimed land where they already lived. We will also defend our answers against trap choices.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 3 . a class or student copy of “Columbus’s Arrival” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a point of view includes what a person or group may think or feel.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clues about the Taino point of view."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the Taino felt when Columbus claimed the land?** Find the clue words.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

I CAN | I can notice words that show why the Taino may have felt upset about Columbus claiming their land.

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Grade 4 · Cluster 2 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clues about the Taino point of view."

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

"Notice who was there first. The Taino already lived on the land before Columbus claimed it."

▶ *Read the sentence twice. Students underline claimed the land and already lived there.*

ANSWER KEY: The Taino already lived there before Columbus claimed the land.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show the Taino were there first.

COMMON MISCONCEPTION

Students may focus only on Columbus's action and forget the Taino point of view.

POSSIBLE STUDENT QUESTION

Why does already matter? It shows the Taino lived there before Columbus arrived.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the point-of-view clue. Keep the demand at this level.

RAISE THE THINKING

Ask what feeling these clues might support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference about the Taino that the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how the Taino felt when Columbus claimed the land?** Pick the answer the text proves.

"At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them."

- A** They likely felt happy about losing their homes. • **B** They likely felt excited about moving to Spain. • **C** They likely felt worried about losing their homes.

I CAN | I can choose the best inference by comparing the Taino's early friendliness with later problems.

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Grade 4 · Cluster 2 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose an inference about the Taino that the text supports."

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

"The Taino first acted friendly, but other details show that relationships later became difficult. Look for the answer that fits the whole passage."

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

ANSWER KEY: C. They likely felt worried about losing their homes.

CHECK FOR UNDERSTANDING

Ask a student which detail supports the idea that the Taino later felt concerned.

COMMON MISCONCEPTION

Students may choose friendly because it is a true detail, but it does not answer how they felt when land was claimed.

POSSIBLE STUDENT QUESTION

Can people feel friendly at first and worried later? Yes. Feelings can change as events change.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to connect the early and later points of view.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that the Taino felt worried about Columbus claiming land? Explain how it proves the inference.

"Native American groups often wanted to protect their homes and communities."

I CAN | I can explain how the Taino point of view supports an inference about their feelings.

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Grade 4 · Cluster 2 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves an inference."

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

"Evidence must connect to the feeling in the question. Protecting homes shows the land mattered to the Taino."

▶ Students underline protect their homes and communities, then complete: This shows the Taino felt worried because...

ANSWER KEY: Protecting their homes supports the inference that the Taino felt worried about losing land.

CHECK FOR UNDERSTANDING

Ask a student to explain the connection using because.

COMMON MISCONCEPTION

Students may copy the detail without explaining what it shows about feelings.

POSSIBLE STUDENT QUESTION

Why is this better than a detail about trade? It directly shows what the Taino wanted to protect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what might happen when a group must protect its home.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the passage, how did the Taino most likely feel when Columbus claimed the land?** Write your inference and one piece of proof.

"Native American groups often wanted to protect their homes and communities."

I CAN | I can compare the Taino point of view with Columbus's actions and support my inference with evidence.

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Grade 4 · Cluster 2 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write my own inference and prove it."

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

"Most likely means the text gives clues, and you make the best supported idea."

▶ *Students write one feeling and copy one exact proof sentence from the passage.*

ANSWER KEY: The Taino likely felt worried or upset. Proof: Native American groups often wanted to protect their homes and communities.

CHECK FOR UNDERSTANDING

Ask a student to read the feeling and the proof together.

COMMON MISCONCEPTION

Students may write that the Taino felt happy because they traded with Columbus at first.

POSSIBLE STUDENT QUESTION

How do I avoid guessing? Use a feeling that the evidence supports, such as worried or upset.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the Taino's feelings may have changed over time.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Taino felt happy when Columbus claimed the land.** Explain why it is a trap and name the trap.

"Native American groups often wanted to protect their homes and communities."

I CAN | I can use evidence to explain why an opposite answer does not fit the Taino point of view.

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Grade 4 · Cluster 2 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend an answer with evidence."

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

"This answer says the opposite of what the evidence shows. Protecting a home does not support feeling happy when someone claims it."

► Students name the trap and point to the words *protect their homes and communities*.

ANSWER KEY: Opposite of the evidence. The Taino wanted to protect their homes and communities.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and explain the opposite evidence.

COMMON MISCONCEPTION

Students may choose happy because the Taino traded with Columbus at first.

POSSIBLE STUDENT QUESTION

Why is the happy answer tempting? It uses a real detail about friendliness but flips the larger point of view.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a True but not the answer choice about trading.

Make an inference on your own.

Go back to the passage. Answer: How did the Taino most likely feel when Columbus claimed the land? Copy one sentence that proves your inference.

Go back to the reading.
What can you infer about how the Taino felt when Columbus claimed the land?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the Taino point of view and prove it with text evidence.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Use the Taino's actions and experiences to infer a feeling. Then copy the exact sentence that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The clue words are **claimed the land and already lived there**. The Taino already lived there, so Columbus was claiming land that was their home.

CHOOSE C. They likely felt worried about losing their homes. The Taino lived there first, and Native American groups often wanted to protect their homes and communities. A is an Opposite of the evidence trap. B is a Not in the text trap.

SHOW The passage says **Native American groups often wanted to protect their homes and communities**. The Taino were one of those groups, so this supports the inference that they felt worried about losing land.

OWN The Taino most likely felt worried or upset because **Europeans wanted more land while Native American groups wanted to protect their homes and communities**. Proof: Native American groups often wanted to protect their homes and communities.

DEFEND **Opposite of the evidence**. The Taino wanted to protect their homes and communities, so the text supports worry about losing land, not happiness about the claim.

YOUR TURN **Answers vary**. One example: The Taino likely felt worried about losing their homes. Proof: Native American groups often wanted to protect their homes and communities.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·**Review the Answers** ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“As more Europeans arrived, they wanted access to valuable resources and additional land for settlements. Native American groups often wanted to protect their homes and communities.”

What can the reader infer about how the Taino felt when Columbus claimed the land?

- A** The Taino likely felt worried about losing their homes.
- B** The Taino likely felt happy about losing their homes.
- C** The Taino likely felt excited about moving to Spain.
- D** The Taino likely felt eager for more European resources.

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Grade 4 · Cluster 2 · Inference

TEKS 4.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first wrong choice because it mentions homes but gives the opposite feeling.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is A.

The Taino likely felt worried about losing their homes. Correct.

- A** The Taino lived there, and Native American groups often wanted to protect their homes and communities, while Europeans wanted more land for settlements.

The Taino likely felt happy about losing their homes.

- B** Opposite of the evidence trap. The Taino wanted to protect their homes, which supports worry, not happiness.

The Taino likely felt excited about moving to Spain.

- C** Not in the text trap. The passage does not say the Taino planned to move to Spain.

The Taino likely felt eager for more European resources.

- D** Misreads a detail trap. The passage says Europeans wanted resources and land, not the Taino.

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Grade 4 · Cluster 2 · Inference

TEKS 4.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use an author's word choice as a clue.

I can infer an idea the text does not say directly.

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

THIS WEEK'S FOCUS

Inferencing

from “Columbus's Arrival”

An **inference** is an idea the author does not say out loud, but clues in the text support it. This week, STAAR asks: **What does the word “claimed” in this part of the text suggest about Columbus?** We will watch for traps such as **Misreads a detail**, **Not in the text**, and **Word match trap**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 2 • Inferencing

TEKS 4.6(F) • Inferencing • Week 12 of 36 • Cluster 2 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from an author's word choice. An inference is an idea the text supports without saying it directly.”

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

“We will study the word claimed and use nearby details as proof. We will also spot trap answers that sound possible but do not match the text.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 4 . a class or student copy of "Columbus's Arrival" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a word choice can give a clue about a person's action.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the word "claimed" in this part of the text suggest about Columbus?** Find the clue words.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

I CAN | I can notice how an author's word choice helps me make an inference.

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Grade 4 · Cluster 2 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a word that gives a clue."

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

"Claimed means he said the land belonged to Spain. The clue already lived there makes this word important."

▶ *Read the sentence twice. Students underline claimed and already lived there.*

ANSWER KEY: Claimed suggests Columbus acted as if Spain could take the land.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show people already lived there.

COMMON MISCONCEPTION

Students may think claimed means Columbus discovered empty land. The sentence says Native American groups already lived there.

POSSIBLE STUDENT QUESTION

Why does already lived there matter? It shows the land was not empty.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Columbus's choice of claimed makes the reader think about his action.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference best supported by word choice."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the word "claimed" in this part of the text suggest about Columbus?** Pick the answer the text proves.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

- A** He treated occupied land as Spain's to take • **B** He respected Native Americans' ownership of the land • **C** He reached the Caribbean islands after sailing west

I CAN | I can choose an inference and connect it to the exact words that support it.

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Grade 4 · Cluster 2 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference best supported by word choice."

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

"Look at claimed and the words even though. Together, they show more than a simple arrival."

▶ *Students choose the best inference, then explain which words helped them.*

ANSWER KEY: A. He treated occupied land as Spain's to take.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words for the correct inference.

COMMON MISCONCEPTION

Students may choose that Columbus found empty land. The passage says groups already lived there.

POSSIBLE STUDENT QUESTION

Why is arrived not the strongest clue? Arrived tells where he went, but claimed shows what he did.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the meaning would change if the author used visited instead of claimed.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Columbus acted as if Spain could take the land?** Explain how it proves the inference.

"However, Native Americans already lived on these lands and considered them their homes."

I CAN | I can explain how a detail about the people and their homes supports my inference about claimed.

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Grade 4 · Cluster 2 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves an inference."

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

"The best evidence connects the word claimed to the people who already called the land home."

▶ *Students underline already lived and their homes, then complete: This proves the inference because...*

ANSWER KEY: Already lived and their homes show the land was inhabited.

CHECK FOR UNDERSTANDING

Ask a student to finish: This supports the inference because...

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Can one detail be true but weak evidence? Yes. Evidence must directly support the inference.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why their homes is stronger evidence than the word islands.

TODAY'S THINKING JOB

OWN

"I can write an inference about word choice and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the word "claimed" suggest about Columbus?** Write your inference and one piece of proof.

"By claiming the land, Columbus helped Spain begin to explore and settle in the Americas."

I CAN | I can make my own inference about an author's word choice and support it with exact evidence.

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Grade 4 · Cluster 2 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write an inference about word choice and prove it."

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

"Your inference should explain what claimed suggests. Then add a sentence that proves your thinking."

▶ *Students write one inference and copy one exact proof sentence from the passage.*

ANSWER KEY: Claimed suggests treating land as Spain's to take. Proof: he helped Spain explore and settle.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that Columbus arrived. That does not explain the word claimed.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to words that connect claimed with Spain's settlement.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether claimed sounds neutral or powerful, and why.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Columbus politely asked the Taino to give Spain the land.** Explain why it is a trap and name the trap.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

I CAN

I can use exact text evidence to explain why a tempting answer misreads a detail.

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Grade 4 · Cluster 2 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This answer adds a polite request that the passage never describes. It also misses what claimed suggests."

▶ *Students name the trap and underline the words that make the answer wrong.*

ANSWER KEY: Misreads a detail. Claimed does not mean he asked politely.

CHECK FOR UNDERSTANDING

Ask which word disproves the student's idea.

COMMON MISCONCEPTION

Students may accept the answer because the Taino are named in the sentence. A named group does not prove the action described.

POSSIBLE STUDENT QUESTION

Why is this Misreads a detail? It uses the Taino detail but changes what Columbus did.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to revise the wrong answer so it matches the passage.

Make an inference on your own.

Go back to the passage. Answer: What does the word "claimed" suggest about Columbus? Copy one sentence that proves your inference.

Go back to the reading.
What does the word *claimed* suggest about Columbus?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer meaning from a word choice and prove it with text evidence.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Explain what the word suggests, then prove your thinking with exact words from the passage.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The word **claimed** shows that **Columbus treated land where people already lived as Spain's to take.**

CHOOSE A. He treated occupied land as Spain's to take. The words **claimed** the land for Spain and **already lived** there suggest he treated occupied land as Spain's to take. B is an Opposite trap. C is a True but not the answer trap.

SHOW The words **already lived** and **their homes** show the **land was inhabited.** This supports the inference that **claimed** treated their homes as land Spain could take.

OWN **Claimed** suggests **Columbus treated the land as Spain's to take.** Proof: By **claiming** the land, Columbus helped Spain begin to explore and settle in the Americas.

DEFEND **Misreads a detail.** The passage says Columbus **claimed** the land, but it does not say he politely asked the Taino to give it away.

YOUR TURN **Answers vary.** One example: **Claimed** suggests Columbus acted as if Spain could take the land. Proof: When he arrived, he **claimed** the land for Spain, even though Native American groups such as the Taino and the Carib **already lived** there.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·**Review the Answers** ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.”

What does the word *claimed* in this part of the text suggest about Columbus?

- A** He asked the Taino to give Spain land.
- B** He treated occupied land as Spain's to take.
- C** He respected Native Americans' ownership of the land.
- D** He hoped to reach Asia by sailing west.

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Grade 4 · Cluster 2 · Inference

TEKS 4.6(F) · Inference · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a detail from the passage without answering what *claimed* suggests.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

He asked the Taino to give Spain land.

- A** Misreads a detail trap. The passage names the Taino but says Columbus claimed the land, not that he asked them to give it away.

He treated occupied land as Spain's to take. Correct.

- B** The words claimed the land for Spain and already lived there suggest he treated occupied land as Spain's to take.

He respected Native Americans' ownership of the land.

- C** Opposite trap. The passage shows he claimed the land even though Native Americans already lived there.

He hoped to reach Asia by sailing west.

- D** True but not the answer trap. The passage supports this goal, but it does not explain what claimed suggests.

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Grade 4 · Cluster 2 · Inferencing

TEKS 4.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer how the speaker feels about Texas.

I can connect the poem's words to a bigger idea.

I can check each answer against the poem's evidence.

THIS WEEK'S FOCUS

Inferencing

from “A Lone Star Choice”

Week focus: **Inferring a speaker's feeling.** An **inference** is an idea the poem suggests through clues. STAAR asks: **What do lines 1 and 2 suggest about how the speaker sees Texas?** Watch for **Word association from the lines, Not in the text,** and **Opposite** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer how the speaker sees Texas. We will use clues from the poem and connect them to a bigger idea.”

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

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

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 1 . a class or student copy of "A Lone Star Choice" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker sees Texas?** Find the clue words.

"A young republic in people's eyes."

I CAN | I can notice words that support an inference about Texas.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inference · Monday

TEKS 4.6(F) · Inference · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words."

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

"The word young gives us an important clue. Texas is described like a new republic."

▶ *Read the line twice. Students underline young republic.*

ANSWER KEY: Young republic shows that Texas is new.

CHECK FOR UNDERSTANDING

Ask: What does young suggest about Texas?

COMMON MISCONCEPTION

Students may focus only on republic and miss that young describes Texas.

POSSIBLE STUDENT QUESTION

Why does young matter? It shows Texas is new and still developing.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other line supports the idea that Texas is still developing.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker sees Texas?** Pick the answer the poem proves.

"Texas stood beneath wide skies,"

- A** The speaker sees Texas as finished and settled in place. • **B** The speaker sees Texas as young and full of possibility. • **C** The speaker sees Texas as near the ocean and its coast.

I CAN | I can choose the inference that best matches the poem's clues.

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Grade 4 · Cluster 3 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a supported inference."

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

"Look at wide skies and young republic together. The best answer combines the clues."

▶ Students choose an answer, then explain which words support it.

ANSWER KEY: B. The speaker sees Texas as young and full of possibility.

CHECK FOR UNDERSTANDING

Ask students to point to the proof words.

COMMON MISCONCEPTION

Students may choose a setting detail instead of an inference about how the speaker sees Texas.

POSSIBLE STUDENT QUESTION

How do I avoid a trap? Check whether the whole answer is supported.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which answer goes beyond the poem.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the speaker sees Texas as uncertain?** Explain how it proves the inference.

"Now standing alone, unsure where to go."

I CAN | I can explain how exact poem words support an inference.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves an inference."

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

"The strongest evidence directly shows uncertainty. The words standing alone and unsure where to go do that."

▶ *Students underline standing alone and unsure where to go, then complete: This proves Texas is uncertain because...*

ANSWER KEY: Standing alone and unsure where to go show that the speaker sees Texas as uncertain.

CHECK FOR UNDERSTANDING

Ask students to explain the word unsure.

COMMON MISCONCEPTION

Students may repeat the line without explaining how it proves uncertainty.

POSSIBLE STUDENT QUESTION

Why is unsure stronger than wide skies? Unsure directly shows that Texas does not know what to do.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this clue connects to the leaders' later choice.

TODAY'S THINKING JOB

OWN

"I can write an inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

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

"Some were hopeful, while others felt hopeless."

I CAN | I can make my own inference and support it with exact poem words.

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Grade 4 · Cluster 3 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write an inference and proof."

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

"Your inference should go beyond the exact words, but your proof must come from the poem."

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

ANSWER KEY: The speaker seems concerned about Texas. Proof: Some were hopeful, while others felt hopeless.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that people felt hopeful or hopeless. Add what that shows about Texas.

POSSIBLE STUDENT QUESTION

How can both feelings fit? The choice mattered, but people did not agree about it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the mixed feelings suggest about the choice.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker sees Texas as a place where history never changes.** Explain why it is a trap and name the trap.

"How choices reshape history."

I CAN | I can name a trap and use the poem to disprove it.

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Grade 4 · Cluster 3 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend an answer with evidence."

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

"This trap grabs a related word, history, but twists the poem's meaning."

▶ Students name the trap and copy the line that disproves the answer.

ANSWER KEY: Word association from the lines. The poem says choices reshape history.

CHECK FOR UNDERSTANDING

Ask: Which words show that history changes?

COMMON MISCONCEPTION

Students may accept the answer because the poem mentions history. Ask them to read the whole line.

POSSIBLE STUDENT QUESTION

Why is this a word association trap? It uses a related word but ignores the full idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create another answer using a word association trap.

Make an inference on your own.

Go back to the poem. What can the reader infer about Texas after its choice? Write the inference and copy one line that proves it.

Go back to the reading.

What can the reader infer about Texas after its choice?

Write your inference. Then copy one line that proves it.

I CAN | I can make an inference and prove it with a line from the poem.

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

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

 ~5 min

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

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

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

“Write your inference first. Then copy the exact poem line that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **Young republic.** The speaker sees Texas as young and still becoming something new.

CHOOSE **B.** The speaker sees Texas as young and full of possibility. The words wide skies and young republic suggest a new place with room to grow. A is an Opposite trap. C is a Not in the text trap.

SHOW The words standing alone and unsure where to go show that the speaker sees Texas as uncertain.

OWN The speaker seems concerned about Texas because people had mixed feelings about its choice. Proof: Some were hopeful, while others felt hopeless.

DEFEND Word association from the lines. The word history may make the answer sound connected, but the poem says choices reshape history, so history does not stay the same.

YOUR TURN **Answers vary.** One example: The choice shaped Texas's future as a state in the U.S. Proof: For Texas, the choice had shaped its way.

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Texas stood beneath wide skies, A young republic in people’s eyes. Once part of Mexico long ago, Now standing alone, unsure where to go.”

What do lines 1 and 2 suggest about how the speaker sees Texas?

- A** The speaker sees Texas as young and full of possibility.
- B** The speaker sees Texas as finished and settled in place.
- C** The speaker sees Texas as near the ocean and its coast.
- D** The speaker sees Texas as a republic because its skies are wide.

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong answer because it repeats a word or idea from the excerpt without matching the full clue.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is A.

- A The speaker sees Texas as young and full of possibility. Correct.**
Wide skies and young republic suggest a new Texas with room to grow.
- B The speaker sees Texas as finished and settled in place.**
Opposite trap. The poem calls Texas young and unsure, not finished and settled in place.
- C The speaker sees Texas as near the ocean and its coast.**
Not in the text trap. The excerpt mentions wide skies but never says Texas is near the ocean or a coast.
- D The speaker sees Texas as a republic because its skies are wide.**
Word association from the lines trap. The excerpt uses republic and wide skies, but it never connects wide skies to being a republic.

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Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 13 of 36 · Cluster 3 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by joining clues from the poem with what I already know.

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

I can check each choice for a trap that the poem does not prove.

THIS WEEK'S FOCUS

Inferencing

from “A Lone Star Choice”

An **inference** is an idea the poem does not say directly, but its clues support. STAAR asks: **What can the reader infer about the choice Texas faced?** Watch for **Goes beyond the text**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 3 • Inferencing

TEKS 4.6(F) • Inferencing • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences about a poem. An inference is an idea the poem supports without saying it directly.”

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

“We will notice clues, choose the best inference, show evidence, write our own thinking, and defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 2 . a class or student copy of "A Lone Star Choice" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about the choice."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the choice Texas faced?** Find the clue words that show different feelings.

"Some were hopeful, while others felt hopeless."

I CAN | I can notice exact words that show people had different feelings.

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Grade 4 · Cluster 3 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words about the choice."

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

"The words hopeful and hopeless show different feelings."

▶ *Read the line twice. Students underline hopeful and hopeless.*

ANSWER KEY: People had different feelings about the choice.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show different feelings.

COMMON MISCONCEPTION

Students may choose only hopeful. The word others shows that feelings differed.

POSSIBLE STUDENT QUESTION

Why do hopeful and hopeless matter? They show people felt differently.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the clue helps us infer about the choice.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the choice Texas faced?** Pick the answer the poem supports.

"Some were hopeful, while others felt hopeless."

A Everyone wanted Texas to join the U.S. • **B** The choice would cause no changes at all. • **C** People had different opinions about joining the U.S.

I CAN | I can choose the inference supported by the poem and reject trap answers.

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Grade 4 · Cluster 3 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the poem supports."

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

"The poem shows different feelings. Look for an answer that matches both hopeful and hopeless."

▶ *Students choose privately. Then partners explain which words support the answer.*

ANSWER KEY: C. People had different opinions about joining the U.S.

CHECK FOR UNDERSTANDING

Ask students which words show different opinions.

COMMON MISCONCEPTION

Students may choose that everyone felt hopeful because hopeful is one word in the sentence.

POSSIBLE STUDENT QUESTION

How can people feel different ways about one choice? They can have different opinions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the different feelings suggest about the choice.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that people were unsure about the choice?** Explain how it proves the inference.

"The future seemed unclear to many, Though hopes and concerns were both plenty."

I CAN | I can explain how the poem's exact words support an inference.

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Grade 4 · Cluster 3 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how a detail proves an inference."

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

"The best evidence does more than mention the topic. It proves the idea in the question."

▶ *Students underline future seemed unclear and hopes and concerns. Ask them to connect each clue to uncertainty.*

ANSWER KEY: The future seemed unclear and people had hopes and concerns.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves people were unsure because...

COMMON MISCONCEPTION

Students may copy only hopes. They need to explain how the detail shows uncertainty.

POSSIBLE STUDENT QUESTION

Why use two clues? Together they make the inference stronger.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which earlier line also shows uncertainty.

TODAY'S THINKING JOB

OWN

"I can make an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the choice Texas faced?** Write your inference and one piece of proof.

"For Texas, the choice had shaped its way,"

I CAN | I can write an inference about the choice and support it with exact poem words.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can make an inference and support it."

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

"The poem gives a clue about how the choice affected Texas."

▶ *Students write an inference and copy one proof phrase from the line.*

ANSWER KEY: The choice shaped Texas's path. Proof: the choice had shaped its way.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy only that Texas became a state. They should explain what that shows about the choice.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The poem must give words that prove it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the choice changed Texas.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Every citizen wrote a letter about the choice.** Explain why it is a trap and name the trap.

"Some were hopeful, while others felt hopeless."

I CAN | I can use exact poem words to explain why a tempting answer is unsupported.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This answer sounds possible, but the poem never mentions letters."

▶ *Students write the trap name and use the sentence to explain why the answer is unsupported.*

ANSWER KEY: Goes beyond the text. The poem discusses people's feelings, but it does not mention letters.

CHECK FOR UNDERSTANDING

Ask students to name the trap and point to what the poem does not say.

COMMON MISCONCEPTION

Students may accept the answer because the poem discusses the choice. Discussing it does not prove that people wrote letters.

POSSIBLE STUDENT QUESTION

Why is this Goes beyond the text? It adds an idea the poem does not prove.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create another answer that Goes beyond the text.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the choice Texas faced? Write your inference. Then copy one sentence that proves it.

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

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

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

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

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

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

“Write the inference first. Then copy the exact poem sentence that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Some were hopeful, while others felt hopeless. These words show that people had different feelings about the choice.

CHOOSE C. People had different opinions about joining the U.S. Some were hopeful, while others felt hopeless, so people did not all share one opinion. A is a Misreads a detail trap. B is an Opposite trap.

SHOW The future seemed unclear shows uncertainty. Hopes and concerns were both plenty shows people saw both good and bad possibilities.

OWN The choice shaped Texas's path. Proof: For Texas, the choice had shaped its way,

DEFEND Goes beyond the text. The poem does not say that every citizen wrote a letter about the choice.

YOUR TURN Answers vary. One example: The choice was difficult because people had different hopes and concerns. Proof: The future seemed unclear to many, Though hopes and concerns were both plenty.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace. Others worried what might come, If Texas joined and became one. Would laws and leaders stay the same? Or would statehood bring a different name?”

What can the reader infer about the choice Texas faced based on the excerpt?

- A** People wrote letters about whether Texas should join.
- B** People had the same opinion about whether Texas should join.
- C** Only leaders had different opinions about whether Texas should join.
- D** People had different opinions about whether Texas should join.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong answer because it adds a detail, flips the meaning, or limits who the passage discusses.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A** **People wrote letters about whether Texas should join.**
Goes beyond the text trap. The excerpt does not say that people wrote letters.
- B** **People had the same opinion about whether Texas should join.**
Opposite trap. The excerpt says some believed Texas would prosper, while others worried.
- C** **Only leaders had different opinions about whether Texas should join.**
Too narrow trap. The excerpt discusses people with different opinions, not only leaders.
- D** **People had different opinions about whether Texas should join. Correct.**
Some people hoped Texas would prosper, while others worried about what might happen if it joined.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use stage directions as clues about what a character thinks or feels.

I can make an inference that the text supports.

I can check choices for traps before I choose.

THIS WEEK'S FOCUS

Inferencing

from “Making it Happen”

An **inference** is an idea the text helps me figure out, even when it is not stated directly. STAAR asks: **What do the stage directions suggest about Aaliyah?** I will watch for **Misreads a detail**, **Not in the text**, and **Opposite** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Inferencing

TEKS 4.6(F) • Inferencing • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will use stage directions as clues about Aaliyah. We will make an inference and prove it with the passage.”

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

“We will practice the STAAR question, What do the stage directions suggest about Aaliyah? We will also learn to catch trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 3 . a class or student copy of "Making it Happen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a stage direction can reveal a character's thoughts or feelings.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an action that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do the stage directions suggest about Aaliyah?** Find the action clue.

"NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand."

I CAN | I can notice how a stage direction helps me infer a character's thoughts or feelings.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice an action that gives a clue."

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

"Aaliyah does not sit quietly. Her action gives us a clue about her curiosity."

▶ *Read the sentence twice. Students circle raises her hand.*

ANSWER KEY: Aaliyah's raised hand shows that she is curious and ready to learn.

CHECK FOR UNDERSTANDING

Ask what Aaliyah's action suggests about her.

COMMON MISCONCEPTION

Students may only repeat that Aaliyah raises her hand. Ask what this action suggests about her.

POSSIBLE STUDENT QUESTION

How can an action show a feeling? Actions can give clues about what a character thinks or feels.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what question Aaliyah may be ready to ask.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do the stage directions suggest about Aaliyah?** Pick the answer the text proves.

"Aaliyah smiles as she thinks about all the possibilities."

- A** She feels hopeful that new ideas can grow. • **B** She feels doubtful that new ideas can grow. • **C** She has already opened a shop in town.

I CAN | I can choose the inference that best matches a character's action and the text.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 15 of 36 • Cluster 3 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

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

"A smile is a clue. Look for the choice that matches Aaliyah's hopeful thinking."

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

ANSWER KEY: A. She feels hopeful that new ideas can grow.

CHECK FOR UNDERSTANDING

Ask which word in the sentence supports the correct inference.

COMMON MISCONCEPTION

Students may say Aaliyah is laughing. The sentence says she smiles while thinking.

POSSIBLE STUDENT QUESTION

Why is hopeful a better answer than doubtful? Her smile and thoughts show interest in new ideas.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other action in the passage supports the same idea.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Aaliyah is willing to work for an idea?** Explain how it proves the inference.

"AALIYAH: Then comes planning."

I CAN | I can explain how a character's words and actions prove an inference.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"Good evidence does more than repeat the line. It explains what the line shows about Aaliyah."

▶ *Have students underline planning and complete: This shows Aaliyah is willing to work because...*

ANSWER KEY: Planning shows Aaliyah understands that ideas need effort.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves she is willing to work because...

COMMON MISCONCEPTION

Students may repeat that planning comes next without explaining what it shows. Ask them to connect planning to effort.

POSSIBLE STUDENT QUESTION

Why does planning count as evidence? It shows she is thinking about the work needed.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other line shows Aaliyah expects effort.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the stage directions suggest about Aaliyah?** Write your inference and one piece of proof.

"Aaliyah smiles as she thinks about all the possibilities."

I CAN | I can use a stage direction and explain what it suggests about a character.

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Grade 4 · Cluster 3 · Inference · Thursday

TEKS 4.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can make an inference and prove it."

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

"A smile is a small action, but it gives us a clue about how Aaliyah feels."

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

ANSWER KEY: Aaliyah is hopeful. Proof: she smiles as she thinks about possibilities.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that Aaliyah smiles. Add what the action suggests.

POSSIBLE STUDENT QUESTION

Can I use a feeling not named in the text? Yes, if the action clearly supports it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Aaliyah's smile fits her curious personality.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Aaliyah** thinks starting a business is already **easy**. Explain why it is a trap and name the trap.

"MATEO: Then comes hard work."

I CAN | I can use an exact detail to prove why a tempting answer is wrong.

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Grade 4 · Cluster 3 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend my answer against a trap."

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

"This trap takes one detail and changes its meaning. Possible does not mean easy."

▶ Students name the trap and write the proof that shows the wrong answer fails.

ANSWER KEY: Misreads a detail. Aaliyah knows the idea will require hard work.

CHECK FOR UNDERSTANDING

Ask students to point to the words that disprove easy.

COMMON MISCONCEPTION

Students may choose the answer because Aaliyah sounds excited. Excitement does not mean no work is needed.

POSSIBLE STUDENT QUESTION

Why is this not just Not in the text? The choice changes a real detail about the work.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a detail was misread. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a different trap answer about Aaliyah.

Make an inference on your own.

Go back to the reading. Answer: What do the stage directions suggest about Aaliyah? Copy one sentence that proves your inference.

Go back to the reading.
What do the stage directions suggest about Aaliyah?
Write your inference. Then copy one sentence that proves it.

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

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

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

 ~5 min

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

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

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Use the action as a clue, then explain what it suggests about Aaliyah.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Aaliyah raises her hand. This shows she wants to ask a question and learn more.

CHOOSE A. She feels hopeful that new ideas can grow. Her smile and thoughts about possibilities show hope and interest in ideas that can grow. B is an Opposite trap. C is a Not in the text trap.

SHOW Aaliyah says planning comes next. This shows she knows an idea needs steps and effort before it can happen.

OWN Aaliyah is hopeful about starting something new. Her smile as she thinks about possibilities shows her hope.

DEFEND Misreads a detail. The student treats a possible business idea as easy, but the text says hard work comes after planning.

YOUR TURN Answers vary. One example: Aaliyah is hopeful about starting something new. Proof: Aaliyah smiles as she thinks about all the possibilities.

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.”

What do the stage directions suggest about Aaliyah?

- A** Aaliyah thinks ideas grow without effort or help.
- B** Aaliyah feels hopeful that simple ideas can grow.
- C** Aaliyah has already opened her own shop in town.
- D** Aaliyah feels doubtful that simple ideas can grow.

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Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A wrong choice may repeat one word from the passage while changing the full meaning.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A Aaliyah thinks ideas grow without effort or help.**
Misreads a detail trap. The passage says ideas grow with effort and help, not without them.
- B Aaliyah feels hopeful that simple ideas can grow. Correct.**
Her smile and thoughts about possibilities show hope, and the passage says ideas can grow with effort, opportunity, and help.
- C Aaliyah has already opened her own shop in town.**
Not in the text trap. The passage never says Aaliyah has opened a shop.
- D Aaliyah feels doubtful that simple ideas can grow.**
Opposite trap. Aaliyah smiles and thinks about possibilities, which shows hope rather than doubt.

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from a line of dialogue.

I can use exact words from the passage as proof.

I can reject answers that stretch one small detail too far.

THIS WEEK'S FOCUS

Inferencing

from “Making it Happen”

Week focus: **Inferring from a line of dialogue.** An **inference** is an idea the text suggests but does not say directly. STAAR asks: **Read the line. What does this line suggest?** This week we will watch for **Overstated from a small detail, Not in the text, and Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 3 • Inferencing

TEKS 4.6(F) • Inferencing • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer from a line of dialogue. An inference is an idea the text suggests without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will find clue words, choose the best inference, explain the evidence, and defend against answers that stretch a small detail too far.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 4 . a class or student copy of "Making it Happen" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a line of dialogue can suggest an idea.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words in dialogue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Read the line. What does this line suggest?** Find the clue words.

"They believed in the artist or the idea, so they helped make it happen."

I CAN | I can notice clue words that support an inference from a line of dialogue.

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Grade 4 · Cluster 3 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words in dialogue."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what the patrons did. Their action gives us a clue about their belief."

▶ *Read the line twice. Students underline believed and helped make it happen.*

ANSWER KEY: Believed and helped make it happen.

CHECK FOR UNDERSTANDING

Ask students which words show the patrons' belief and action.

COMMON MISCONCEPTION

Students may choose only helped and miss what motivated the help.

POSSIBLE STUDENT QUESTION

How do the words show more than an action? Believed tells why they helped.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding dialogue clues. Keep the demand at this level.

RAISE THE THINKING

Ask what inference these clue words support.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference proved by dialogue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Read the line. What does this line suggest about Mr. Patel?** Pick the answer the text proves.

"But I believed in my idea and kept working."

A He became successful almost right away. • **B** He kept working through many challenges. • **C** He planned to open another store.

I CAN | I can choose the best inference and avoid choices that stretch the line.

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Grade 4 • Cluster 3 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 16 of 36 • Cluster 3 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference proved by dialogue."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The line shows belief and continued effort during hard times. Check each choice against both clues."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. He kept working through many challenges.

CHECK FOR UNDERSTANDING

Ask students to point to the proof words.

COMMON MISCONCEPTION

Students may choose that Mr. Patel became successful right away, but the passage says success rarely happens overnight and that he faced challenges.

POSSIBLE STUDENT QUESTION

Why is quick success not supported? The passage says success rarely happens overnight.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask which wrong choice misreads the timing and which adds a detail the passage does not give.

TODAY'S THINKING JOB

SHOW

"I can show how dialogue supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Mr. Patel needed support to open his store?** Explain how it proves the inference.

"The bank gave me a chance to get started."

I CAN | I can explain how a detail proves an inference about a speaker.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how dialogue supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail must connect directly to the inference. Tell how the bank's action helped him begin."

▶ *Have students complete: This proves he needed support because...*

ANSWER KEY: The bank helped him get started.

CHECK FOR UNDERSTANDING

Ask students to explain the connection using because.

COMMON MISCONCEPTION

Students may repeat the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is the bank detail strong evidence? It names the help that let him begin.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining dialogue evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what other people supported Mr. Patel.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does this line suggest about Aaliyah's thinking?** Write an inference and one piece of proof.

"We could sell bookmarks or greeting cards."

I CAN | I can infer what a speaker is thinking and prove it with dialogue.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Aaliyah says more than she likes the idea. Her words show she is beginning to plan."

▶ *Students write one inference and copy proof from the passage.*

ANSWER KEY: Aaliyah is seriously considering a business.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the inference.

COMMON MISCONCEPTION

Students may say Aaliyah already owns a business, but the passage says she is only considering one.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Use only an idea the dialogue supports.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Aaliyah would need before selling products.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Because the bank helped, Mr. Patel became successful overnight.** Explain why it is a trap and name the trap.

"Success rarely happens overnight."

I CAN | I can use a line of dialogue to prove why an inference is too strong.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap turns one helpful detail into a huge claim about speed. Check the exact line."

▶ Students write the trap name and copy the words that disprove the answer.

ANSWER KEY: Overstated from a small detail. Success rarely happens overnight.

CHECK FOR UNDERSTANDING

Ask students to name the words that disprove the wrong answer.

COMMON MISCONCEPTION

Students may think bank help guarantees quick success.

POSSIBLE STUDENT QUESTION

Why is this answer overstated? It turns bank help into an unsupported claim about how quickly success came.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an overstatement. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a smaller inference the line supports.

Make an inference on your own.

Go back to the reading. Answer: What does this line suggest about people who achieve goals? Copy one sentence that proves your inference.

Go back to the reading.
**What does this line suggest about people
who achieve goals?**
**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference and prove it with exact evidence.

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Grade 4 · Cluster 3 · Inferencing

TEKS 4.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Read the line closely. Make a reasonable inference, then prove it with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Believed and helped make it happen. These words suggest patrons thought the artist or idea was worth supporting.

CHOOSE B. He kept working through many challenges. The words believed in my idea and kept working show that Mr. Patel stayed determined during challenges. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW The bank gave Mr. Patel a chance to get started. This shows the bank supported him as he opened his store.

OWN Aaliyah is seriously considering starting a small business. She suggests products they could sell and later plans what they need.

DEFEND Overstated from a small detail. The answer turns the bank's help into a claim that success happened overnight. The line says success rarely happens that way.

YOUR TURN Answers vary. One example: People who achieve goals keep working through challenges. Proof: But they didn't quit.

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Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Exactly. When people have ideas, determination, and support, they can create amazing things.”

Read the line. What does this line suggest about how people reach goals?

- A** People can achieve any goal just by having an idea.
- B** People need no effort once they have support.
- C** People can reach goals only with support from family.
- D** People often reach goals with ideas, determination, and support.

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Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A wrong choice may use one word from the line but leave out or twist the other clues.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

People can achieve any goal just by having an idea.

- A** Overstated from a small detail trap. The line names ideas along with determination and support, so one idea does not guarantee any goal.

People need no effort once they have support.

- B** Opposite trap. The line says determination matters along with support, so support does not replace effort.

People can reach goals only with support from family.

- C** Too narrow trap. The line says support can help, but the passage names many possible helpers, not just family.

People often reach goals with ideas, determination, and support. Correct.

- D** The line connects ideas, determination, and support with creating amazing things, so these can help people reach goals.

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Grade 4 · Cluster 3 · Inference

TEKS 4.6(F) · Inference · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a leader's values from clues in the text.

I can use a leader's actions as evidence of what matters to that leader.

I can check each answer so I do not choose a trap.

THIS WEEK'S FOCUS

Inferencing

from “The Wealth of Mansa Musa”

An **inference** is an idea the text helps me figure out, even when the author does not say it directly. Our focus is **Inferring a leader's values**. This week I will study Mansa Musa's choices and actions. STAAR asks: **What can the reader infer about Mansa Musa based on this part of the text?** Watch for **Not in the text**, **Opposite**, and **Overstated from a small detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer a leader's values from the leader's actions. We will study what Mansa Musa did and decide what his choices show about him.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will practice a real STAAR question pattern and use exact evidence. We will also learn to spot answers that sound right but are not fully supported.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 1 . a class or student copy of “The Wealth of Mansa Musa” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a leader's action can give readers a clue about the leader's values.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about a leader's values."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Mansa Musa based on this part of the text?** Find the clue words.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can notice action words that help me infer what a leader values.

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Grade 4 · Cluster 4 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a clue about a leader's values."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what Mansa Musa chose to do. His action gives us a clue about what mattered to him."

▶ *Read the sentence twice. Students underline gave away and people in need.*

ANSWER KEY: Gave away gold to people in need.

CHECK FOR UNDERSTANDING

Ask a student what action shows Mansa Musa's value.

COMMON MISCONCEPTION

Students may focus only on gold. The important clue is what Mansa Musa did with it.

POSSIBLE STUDENT QUESTION

How can an action show a value? An action can show what a person thinks is important.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding an action clue. Keep the demand at this level.

RAISE THE THINKING

Ask what value this action suggests.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Mansa Musa based on this part of the text?** Pick the answer the text proves.

"One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage. During this journey, he gave away large amounts of gold to people in need."

A He valued keeping all his gold for himself. • **B** He valued building ships for trade and travel. • **C** He valued helping people who were in need.

I CAN | I can choose the inference about Mansa Musa's values that his actions support.

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Grade 4 · Cluster 4 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Find the choice that matches both the action and the people he helped."

▶ *Students choose an answer, then name the proof words they used.*

ANSWER KEY: C. He valued helping people who were in need.

CHECK FOR UNDERSTANDING

Ask which words support the best choice.

COMMON MISCONCEPTION

Students may focus on having gold and choose a choice about keeping it. The key clue is that he gave gold to people in need.

POSSIBLE STUDENT QUESTION

Why is giving away gold important? It shows that helping people mattered to him.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask why each other choice fails to match the paragraph.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Mansa Musa valued helping people?** Explain how it proves the inference.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can explain how Mansa Musa's action proves what he valued.

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Grade 4 · Cluster 4 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence should do more than repeat the detail. Tell how the action proves the value."

▶ *Students copy the detail and complete: This shows Mansa Musa valued helping because...*

ANSWER KEY: He gave gold to people in need, so helping others mattered to him.

CHECK FOR UNDERSTANDING

Ask a student to explain the detail using because.

COMMON MISCONCEPTION

Students may say only that Mansa Musa had gold. That does not show his value as clearly as giving it away.

POSSIBLE STUDENT QUESTION

Why is this the best detail? It directly shows an action toward people in need.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what different inference the same detail would not support.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Mansa Musa based on this part of the text?** Write your inference and one piece of proof.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can infer a leader's value and support my thinking with exact text evidence.

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Grade 4 • Cluster 4 • Inferencing • Thursday

TEKS 4.6(F) • Inferencing • Week 17 of 36 • Cluster 4 • Module 1 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"Write what Mansa Musa's action suggests about him. Then use the exact words that prove your thinking."

► *Students write an inference and copy one sentence or phrase as proof.*

ANSWER KEY: He valued helping people in need. Proof: During this journey, he gave away large amounts of gold to people in need.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that Mansa Musa was wealthy. That is a fact, not the inference about his value.

POSSIBLE STUDENT QUESTION

Can I use the word wealthy? Yes, but wealth alone does not answer what he valued.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain why giving away wealth is stronger evidence than simply having wealth.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Mansa Musa valued becoming famous above all else.** Explain why it is a trap and name the trap.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can use evidence to explain why an overstated inference is not supported.

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Grade 4 · Cluster 4 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one small detail, being noticed, and makes it much bigger than the text supports."

▶ Students name the trap and cite the sentence that shows what Mansa Musa actually did.

ANSWER KEY: Overstated from a small detail. Being noticed does not prove fame was his highest value.

CHECK FOR UNDERSTANDING

Ask which action in the sentence disproves the trap.

COMMON MISCONCEPTION

Students may choose the trap because the paragraph says many people noticed how wealthy Mali was. Notice the size of the claim: above all else goes too far.

POSSIBLE STUDENT QUESTION

Why is above all else too strong? The text does not say fame mattered more than helping people.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an overstated inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer into a supported inference.

Make an inference on your own.

Go back to this part of the text. Answer: What can the reader infer about Mansa Musa's values? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Mansa Musa's values?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer a leader's value and support it with a sentence from the text.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Look closely at Mansa Musa's action. Write the value it suggests, then prove it with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE He gave away large amounts of gold to people in need. This action shows that Mansa Musa cared about helping people.

CHOOSE C. He valued helping people who were in need. He gave away large amounts of gold to people in need, showing that helping others mattered to him. A is an Opposite trap. B is a Not in the text trap.

SHOW The detail says he gave away large amounts of gold to people in need. Giving away his wealth shows that helping others mattered to him.

OWN Mansa Musa valued helping people in need. Proof: During this journey, he gave away large amounts of gold to people in need.

DEFEND Overstated from a small detail. The text says many people noticed Mali's wealth, but his action was giving gold to people in need. The detail about being noticed does not prove fame mattered above all else.

YOUR TURN Answers vary. One example: Mansa Musa valued helping people in need. Proof: During this journey, he gave away large amounts of gold to people in need.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“One of the most famous parts of Mansa Musa’s life was his trip to Mecca, called a pilgrimage. During this journey, he gave away large amounts of gold to people in need.”

What can the reader infer about Mansa Musa based on this part of the text?

- A** Mansa Musa valued helping people who were in need.
- B** Mansa Musa valued keeping all his gold for himself.
- C** Mansa Musa valued building ships for trade and travel.
- D** Mansa Musa valued becoming famous above all else.

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Grade 4 · Cluster 4 · Inference

TEKS 4.6(F) · Inference · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it reverses the evidence, adds an idea the text does not say, or makes too much of a small detail.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

- A** **Mansa Musa valued helping people who were in need. Correct.**
He gave away large amounts of gold to people in need, showing that helping others mattered to him.
- B** **Mansa Musa valued keeping all his gold for himself.**
Opposite trap. He gave away large amounts of gold instead of keeping it all for himself.
- C** **Mansa Musa valued building ships for trade and travel.**
Not in the text trap. this part of the text does not say that Mansa Musa valued building ships for trade and travel.
- D** **Mansa Musa valued becoming famous above all else.**
Overstated from a small detail trap. People noticed Mali's wealth, but the text does not prove fame mattered above all else.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how wealth spread from clues in the passage.

I can connect trade, travel, and stories to make a smart inference.

I can use exact words from the passage to prove my thinking.

THIS WEEK'S FOCUS

Inferencing

from “The Wealth of Mansa Musa”

This week's focus is **Inferring how wealth spread**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about Mali's trade from the passage?** This week we will watch for **Overgeneralization, too broad, Misreads a detail, and Not in the text.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Inferencing

TEKS 4.6(F) • Inferencing • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer how Mali's wealth spread through trade, travel, and stories. An inference is an idea the text proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will find clues, choose the best inference, show proof, write our own idea, and defend against a trap answer.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 2 . a class or student copy of "The Wealth of Mansa Musa" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact copied from the passage.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about spreading trade."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Mali's trade from the passage?** Find the clue words.

"As more people learned about Mali, they became interested in visiting and trading with the kingdom."

I CAN | I can notice words that show how trade reached more people.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about spreading trade."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for words that show Mali's trade reaching new people and places."

▶ *Read the sentence twice. Students underline learned, visiting, and trading.*

ANSWER KEY: More people learned about Mali and wanted to trade.

CHECK FOR UNDERSTANDING

Ask students which words show trade spread.

COMMON MISCONCEPTION

Students may focus only on visiting. The strongest clue connects learning to trading.

POSSIBLE STUDENT QUESTION

Why does learning about Mali matter? It made more people interested in trading there.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clues about spreading trade. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen when more people want to trade.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Mali's trade from the passage?** Pick the answer the text proves.

"Because people trusted that the roads were safe, more merchants chose to visit Mali."

A Mali traded with every place on Earth • **B** Safe roads brought more merchants to Mali • **C** Safe roads stopped merchants from visiting Mali

I CAN | I can choose the inference that best explains how safety helped Mali's trade grow.

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Grade 4 • Cluster 4 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 18 of 36 • Cluster 4 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The best answer connects safe roads to more merchants and more trade."

▶ Students choose the best inference. Then they name the trap in one wrong choice.

ANSWER KEY: B. Safe roads brought more merchants to Mali.

CHECK FOR UNDERSTANDING

Ask which words prove that safety brought more merchants.

COMMON MISCONCEPTION

Students may think safety ended trade. The sentence shows the opposite.

POSSIBLE STUDENT QUESTION

What is an Overgeneralization, too broad trap? It stretches a small clue into a claim that is too large.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how more merchants could help Mali become richer.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference** that Mali's wealth spread through trade and travel? Explain how it proves the idea.

"Travelers, merchants, and mapmakers shared stories about the kingdom's gold, busy cities, and successful trade."

I CAN | I can explain how people sharing stories helped Mali's wealth become known.

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Grade 4 · Cluster 4 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must prove the idea, not just repeat a true detail."

▶ *Students circle travelers, merchants, and mapmakers. Ask them to explain how sharing stories spread news.*

ANSWER KEY: Many people shared stories, so Mali's wealth and trade became known in more places.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports the inference because...

COMMON MISCONCEPTION

Students may say only that Mali had gold. They must explain how the news spread.

POSSIBLE STUDENT QUESTION

Why do the people who shared stories matter? They carried information to people who had not seen Mali.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask which group might share trade information with new merchants.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people learned about Mali's wealth?** Write your inference and one piece of proof.

"Stories about his kindness and great wealth spread to places far from Africa."

I CAN | I can infer how Mali's wealth spread and support my idea with text evidence.

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Grade 4 • Cluster 4 • Inferencing • Thursday

TEKS 4.6(F) • Inferencing • Week 18 of 36 • Cluster 4 • Module 2 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should explain how the wealth became known. Then use the exact sentence as proof."

► *Students write an inference and copy the sentence as evidence.*

ANSWER KEY: Stories carried news of Mali's wealth far from Africa.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof.

COMMON MISCONCEPTION

Students may say only that Mansa Musa was rich. The question asks how people learned about it.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The proof must show stories traveling to faraway places.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how these stories could affect future visitors and traders.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Mali became wealthy only because it had gold.** Explain why it is a trap and name the trap.

"Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."

I CAN | I can use two connected details to explain why an answer is too broad.

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Grade 4 · Cluster 4 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The wrong answer notices gold but stretches one detail into the whole cause."

▶ *Students underline trade routes, gold, and salt. Then they explain why gold was not the only reason.*

ANSWER KEY: Overgeneralization, too broad. Mali's wealth came from trade routes and trading goods, not gold alone.

CHECK FOR UNDERSTANDING

Ask students to name the trap and give one detail that disproves it.

COMMON MISCONCEPTION

Students may accept the answer because gold was valuable. A true detail can still be too broad.

POSSIBLE STUDENT QUESTION

Why is gold not the whole answer?
The passage also names trade routes, salt, and other goods.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a broad answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a narrower answer that the passage supports.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how Mali's wealth spread? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how Mali's wealth spread?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Mali's wealth and prove it with a sentence from the passage.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the big idea first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE More people learned about Mali and became interested in trading. The clue words are learned, visiting, and trading.

CHOOSE B. Safe roads brought more merchants to Mali. Because people trusted that the roads were safe, more merchants chose to visit Mali. A is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW This detail shows that many kinds of people shared news about Mali. Their stories helped knowledge of its gold and trade reach more places.

OWN People learned about Mali's wealth through stories that traveled far. Proof: Stories about his kindness and great wealth spread to places far from Africa.

DEFEND Overgeneralization, too broad. The passage says Mali became wealthy because it controlled trade routes, and traders carried both gold and salt.

YOUR TURN Answers vary. One example: Mali's wealth became known far away through stories. Proof: People who met Mansa Musa told others about the rich kingdom of Mali.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“People who met Mansa Musa told others about the rich kingdom of Mali. Travelers, merchants, and mapmakers shared stories about the kingdom's gold, busy cities, and successful trade.”

What can the reader infer about Mali's trade from the excerpt?

- A** Mali's trade reached every place in the world.
- B** Mali's trade was a busy city called Timbuktu.
- C** Mali's trade was unknown to every traveler.
- D** Mali's successful trade became known in many places.

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Grade 4 · Cluster 4 · Inference

TEKS 4.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first wrong answer because shared stories sounds like they reached everywhere.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

Mali's trade reached every place in the world.

- A** Overgeneralization, too broad trap. The excerpt says many people shared stories, but it does not prove every place knew about Mali.

Mali's trade was a busy city called Timbuktu.

- B** Misreads a detail trap. The excerpt says Mali had busy cities and successful trade, but a city is not the same as trade.

Mali's trade was unknown to every traveler.

- C** Opposite trap. Travelers, merchants, and mapmakers shared stories about Mali's trade.

Mali's successful trade became known in many places. Correct.

- D** The excerpt says travelers, merchants, and mapmakers shared stories about the kingdom's successful trade, so its trade became known in more places.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues from the story to infer how a character changes.

I can support my inference with exact words from the passage.

I can check choices for traps that sound right but are not proved.

THIS WEEK'S FOCUS

Inferencing

from “Four Regions, One Big Adventure”

An **inference** is an idea the author does not say directly, but clues support it. STAAR asks: **What can the reader infer about Xavier by the end of the trip?** This week we will watch how Xavier changes and avoid **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 4 • Inferencing

TEKS 4.6(F) • Inferencing • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we will infer how Xavier changes during his trip across Texas. An inference is an idea the text proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show evidence, own our thinking, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 3 . a class or student copy of "Four Regions, One Big Adventure" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how Xavier's actions at the start and end show a change.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about Xavier."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Xavier by the end of the trip?** Find the clue words.

"He packed a notebook so he could write down interesting facts and compare what made each place special."

I CAN | I can notice exact words that help me infer what Xavier is like.

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Grade 4 · Cluster 4 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about Xavier."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what Xavier chooses to do before the trip. His actions give us clues about him."

▶ *Read the sentence twice. Students underline packed a notebook, interesting facts, and compare.*

ANSWER KEY: Xavier is ready to learn and compare.

CHECK FOR UNDERSTANDING

Ask students to point to one clue that shows Xavier wants to learn.

COMMON MISCONCEPTION

Students may choose a detail about Texas instead of a clue about Xavier.

POSSIBLE STUDENT QUESTION

How can an action be a clue? What a character does can show what the character cares about.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clues about a character. Keep the demand at this level.

RAISE THE THINKING

Ask what Xavier's notebook might help him do.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Xavier by the end of the trip?** Pick the answer the text proves.

"Zavier carefully added one more page to his notebook. He wrote that the Coastal Plains have rivers, forests, beaches, humid weather, farming, fishing, large cities, and many kinds of jobs."

- A** He has become a careful learner. • **B** He wants to move to the coast. • **C** He cares about only one region.

I CAN | I can choose the best inference about Xavier and avoid choices the text does not support.

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Grade 4 • Cluster 4 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 19 of 36 • Cluster 4 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Zavier keeps recording details through the whole trip. Look for the choice that shows a change in his learning."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: A. He has become a careful learner.

CHECK FOR UNDERSTANDING

Ask which words show Xavier is still carefully learning at the end.

COMMON MISCONCEPTION

Students may choose that Xavier cares about only one region because he writes many facts about the Coastal Plains. That misreads one detail and ignores his notes about all four regions.

POSSIBLE STUDENT QUESTION

Why does his notebook matter? It shows that he is paying attention and learning from the trip.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail connects to what Xavier did before the trip.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Xavier learned from the trip?** Explain how it proves the inference.

"Seeing each region helped him understand why Texans live and work differently across the state."

I CAN | I can explain how a detail about Xavier's learning supports an inference about his change.

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Grade 4 · Cluster 4 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best evidence explains Xavier's learning, not just what he saw."

▶ *Have students circle helped him understand and explain what those words show.*

ANSWER KEY: Xavier understands why Texans live and work differently across the state.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Xavier learned because...

COMMON MISCONCEPTION

Students may repeat a list of landforms without explaining how Xavier changed.

POSSIBLE STUDENT QUESTION

Why is a list of facts weaker evidence? It does not explain what Xavier learned from them.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Xavier understands now that he did not understand at the start.

TODAY'S THINKING JOB

OWN

"I can write my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Xavier by the end of the trip?** Write your inference and one piece of proof.

"I do," Xavier replied. "Each region has its own story."

I CAN | I can explain how Xavier changed and support my idea with exact text evidence.

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Grade 4 · Cluster 4 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"At the beginning, Xavier wanted to see the regions. At the end, he understands that each one matters."

▶ *Students write an inference about Xavier's change and copy proof from the sentence.*

ANSWER KEY: Xavier now understands that every region is important and unique.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that shows Xavier's new understanding.

COMMON MISCONCEPTION

Students may write only that Xavier went on a trip. The inference must show his change.

POSSIBLE STUDENT QUESTION

How do I know this is an inference? The passage does not directly say Xavier learned that every region is important, but his words and notes show it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to compare Xavier's question in this part of the text with his words at the end.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Zavier writes notes because he wants to become a famous author.** Explain why it is a trap and name the trap.

"He packed a notebook so he could write down interesting facts and compare what made each place special."

I CAN | I can use the passage to explain why a true action has the wrong motive.

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Grade 4 · Cluster 4 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ► = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

► Read the I can statement aloud, then read the test-style question on the slide.

"The action is true, but the reason is invented. That is the Wrong motive for a true action trap."

► Students underline the stated reason and explain why the student's motive is unsupported.

ANSWER KEY: Wrong motive for a true action. He writes to record and compare facts.

CHECK FOR UNDERSTANDING

Ask students to name the true action and the wrong motive.

COMMON MISCONCEPTION

Students may accept the answer because Zavier writes in a notebook. The text gives a different reason.

POSSIBLE STUDENT QUESTION

Can an answer use a true action and still be wrong? Yes. The reason must also match the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with proof. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another wrong motive for one true action in the passage.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Xavier by the end of the trip? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Xavier by the end of the trip?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer how Xavier changed and prove it with a sentence from the text.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE packed a notebook, write down interesting facts, and compare. These clues show Xavier is ready to learn and notice differences.

CHOOSE A. He has become a careful learner. He carefully records many details and learns about all four regions. B is a Not in the text trap. C is a Misreads a detail trap.

SHOW The trip helped Xavier understand why Texans live and work differently across the state. This proves he learned more than facts.

OWN Xavier has learned that every region is important and different. Proof: Each region has its own story.

DEFEND Wrong motive for a true action. Xavier really does write notes, but the text says he writes to record facts and compare regions, not to become famous.

YOUR TURN Answers vary. One example: Xavier has learned that every region is important and different. Proof: Each region looked different, but all were important parts of Texas.

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Grade 4 · Cluster 4 · Inference

TEKS 4.6(F) · Inference · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“His notebook was filled with facts, but the trip had taught him even more than he had written down. Seeing each region helped him understand why Texans live and work differently across the state.”

What can the reader infer about Xavier by the end of the trip?

- A** Xavier wants to live in every region.
- B** Xavier learned only about one region.
- C** Xavier learned how regions shape lives.
- D** Xavier writes facts to become famous.

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Grade 4 · Cluster 4 · Inference

TEKS 4.6(F) · Inference · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing an answer that twists a true detail or adds an unsupported idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A** **Zavier wants to live in every region.**
Not in the text trap. The excerpt says what Zavier understands, not where he wants to live.
- B** **Zavier learned only about one region.**
Misreads a detail trap. The excerpt says Zavier learned from seeing each region, not just one.
- C** **Zavier learned how regions shape lives. Correct.**
The trip helped him understand why Texans live and work differently across the state.
- D** **Zavier writes facts to become famous.**
Wrong motive for a true action trap. He has facts in his notebook, but the excerpt does not give this reason.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what a place is like from setting clues.

I can connect Xavier's reaction to details about the land and weather.

I can use exact proof and avoid answers the passage does not support.

THIS WEEK'S FOCUS

Inferencing

from “Four Regions, One Big Adventure”

Inferring from setting details: An **inference** is an idea the author does not say directly, but setting clues support it. STAAR asks: **What can the reader infer about the Mountains and Basins from Xavier's reaction?** Watch for **Not in the text**, **Opposite**, and **Plausible but unsupported** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Inferencing

TEKS 4.6(F) • Inferencing • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer what a setting is like from clues about the land, weather, plants, and jobs.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will follow Xavier's reactions and use exact words from the passage to prove our thinking.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 4 . a class or student copy of "Four Regions, One Big Adventure" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a setting detail can support an inference about a character's reaction.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice setting clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the Mountains and Basins from Xavier's reaction?** Find the clue words.

"As they drove west, Xavier watched the scenery outside the window slowly change."

I CAN | I can notice setting words that help me infer what Xavier thinks.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice setting clues."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for words that show what Xavier sees. His reaction connects to the changing scenery."

▶ *Read the sentence twice. Students underline slowly change and tell what Xavier notices.*

ANSWER KEY: Xavier notices the scenery changing.

CHECK FOR UNDERSTANDING

Ask: What setting clue does Xavier notice?

COMMON MISCONCEPTION

Students may name a region detail without connecting it to Xavier's reaction.

POSSIBLE STUDENT QUESTION

Why does slowly change matter? It shows Xavier is paying attention to differences in the land.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a setting clue. Keep the demand at this level.

RAISE THE THINKING

Ask what the changing scenery makes Xavier expect about the next region.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the Mountains and Basins from Xavier's reaction?** Pick the answer the text proves.

"'I've never seen mountains this tall,' Xavier said quietly."

- A** He plans to work in the local mines. • **B** He thinks the mountains are ordinary. • **C** He is amazed by the tall mountains.

I CAN | I can choose the inference that best matches Xavier's reaction and the setting clues.

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Grade 4 · Cluster 4 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Zavier speaks quietly after seeing very tall mountains. Use his words and the nearby details."

▶ *Students choose silently. Then partners name the proof words and one trap.*

ANSWER KEY: C. He is amazed by the tall mountains.

CHECK FOR UNDERSTANDING

Ask which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose that Zavier wants to live there because he notices the mountains.

POSSIBLE STUDENT QUESTION

What makes a choice supported? The passage must give clues that prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the word quietly adds meaning to Zavier's reaction.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that Xavier sees special beauty in the Mountains and Basins? Explain how it proves the inference.

"Even though it was dry and rocky, it had its own kind of beauty."

I CAN | I can explain how a setting detail proves what Xavier thinks about the region.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best evidence connects the setting to Xavier's thinking. It shows more than what the land looks like."

▶ *Students circle dry and rocky and its own kind of beauty. Ask them to explain the contrast.*

ANSWER KEY: Xavier sees beauty in the dry, rocky setting.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Xavier appreciates the region because...

COMMON MISCONCEPTION

Students may copy dry and rocky without explaining what it shows about Xavier.

POSSIBLE STUDENT QUESTION

Why is beauty an inference? Xavier does not say I like it, but his words support that idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the word even though changes the meaning.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does Xavier understand about the Mountains and Basins?** Write your inference and one piece of proof.

"I understand now," Xavier replied. "The land changes from place to place, and that changes how people live and work."

I CAN | I can connect Xavier's reaction to setting details and explain my thinking with proof.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Inferencing • Thursday

TEKS 4.6(F) • Inferencing • Week 20 of 36 • Cluster 4 • Module 4 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"An inference goes one step beyond the exact words. Use setting details to explain what Xavier understands."

► *Students write an inference and copy one proof detail from the passage.*

ANSWER KEY: The setting affects how people live and work.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may list facts without explaining the idea those facts support.

POSSIBLE STUDENT QUESTION

How do I know my inference is safe? Check that at least one setting detail clearly supports it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the region's resources connect to people's jobs.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Zavier plans to work in mining there.** Explain why it is a trap and name the trap.

"Zavier thought it was interesting that even though the land looked empty, it still provided important resources."

I CAN | I can name a trap and explain why the passage does not support the tempting answer.

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Grade 4 · Cluster 4 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer with text evidence."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer sounds possible because mining is in the passage. But the text does not say Zavier plans that job."

▶ *Students name the trap and write one reason the answer is unsupported.*

ANSWER KEY: Plausible but unsupported. The passage never says Zavier plans to work in mining.

CHECK FOR UNDERSTANDING

Ask: What does the passage say about mining, and what does it not say about Zavier?

COMMON MISCONCEPTION

Students may accept the answer because mining appears in the passage.

POSSIBLE STUDENT QUESTION

Can a choice use real words and still be a trap? Yes. The whole idea must be supported.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a tempting answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a Not in the text answer about Zavier.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the Mountains and Basins from Xavier's reaction? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about the Mountains and Basins from Xavier's reaction?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a setting and support it with exact text evidence.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Start with Xavier's reaction. Then find the setting detail that proves what he thinks.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The scenery slowly changed. This clue shows Xavier is noticing that the land looks different as they travel.

CHOOSE C. He is amazed by the tall mountains. He says he has never seen mountains this tall, showing amazement. A is a Plausible but unsupported trap. B is an Opposite trap.

SHOW The words its own kind of beauty show that Xavier can appreciate the region even though it is dry and rocky.

OWN Xavier understands that the Mountains and Basins have a different landscape and resources that affect how people live and work. Proof: The Mountains and Basins were dry with tall mountains and valuable natural resources.

DEFEND Plausible but unsupported. The passage says the region provides resources and that people work in mining and oil, but it never says Xavier plans to work there.

YOUR TURN Answers vary. One example: Xavier is amazed by the region's unusual landscape. Proof: "I've never seen mountains this tall," Xavier said quietly.

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Grade 4 · Cluster 4 · Inference

TEKS 4.6(F) · Inference · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Zavier realized that this region looked nothing like the places he had visited near home. Even though it was dry and rocky, it had its own kind of beauty.”

What can the reader infer about the Mountains and Basins from Zavier's reaction?

A He appreciates the region's unusual beauty.

B He plans to return there each summer.

C He dislikes the dry and rocky region.

D He thinks the region's rocky land is ugly.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible, reverses Zavier's reaction, or misreads one setting 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.

The answer is A.

- A He appreciates the region's unusual beauty. Correct.**
Zavier notices that the region is unlike home, yet he still sees its own kind of beauty.
- B He plans to return there each summer.**
This is plausible but unsupported because the passage never says Zavier plans to return.
- C He dislikes the dry and rocky region.**
This is an opposite answer because Zavier says the dry, rocky region has its own kind of beauty.
- D He thinks the region's rocky land is ugly.**
This misreads a detail by focusing on rocky land and ignoring that the region has its own kind of beauty.

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Grade 4 · Cluster 4 · Inferencing

TEKS 4.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what a character notices by using clues from the text.

I can connect a character's actions and thoughts to an idea the author does not say directly.

I can check each answer against the passage and avoid trap choices.

THIS WEEK'S FOCUS

Inferencing

from “Looking Back to Move Forward”

An **inference** is an idea the text supports even when the author does not say it directly. STAAR asks: **What can the reader infer about Ava as she studies the painting?** Watch for **Opposite**, **misreads awareness**, **Misreads a detail**, and **Not in the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Inferencing

TEKS 4.6(F) • Inferencing • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer what a character notices. An inference is an idea the text proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose a supported inference, show the evidence, write our own inference, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 1 . a class or student copy of "Looking Back to Move Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how Ava's actions help readers infer what she notices.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice what Ava sees."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Ava as she studies the painting?** Find the clue words.

"Then Ava noticed more. Some people were reading."

I CAN | I can notice exact words that show what Ava notices.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Inference · Monday

TEKS 4.6(F) · Inference · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what Ava sees."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Ava first sees a group. Then she notices details about the people."

▶ *Read the sentences twice. Students underline noticed more and reading.*

ANSWER KEY: Ava notices details in the painting.

CHECK FOR UNDERSTANDING

Ask students which words show Ava looks past her first glance.

COMMON MISCONCEPTION

Students may say only that Ava sees people. The clue shows she notices more details.

POSSIBLE STUDENT QUESTION

How do I know Ava is looking closely? The text says she noticed more.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding what Ava notices. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava notices next about the people.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Ava as she studies the painting?** Pick the answer the text proves.

"At first, it looked like a group of people in a large building. Then Ava noticed more."

A She ignores the people and details • **B** She looks closely at the painting • **C** She painted the picture by herself

I CAN | I can choose the best inference by checking Ava's actions and thoughts.

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Grade 4 • Cluster 5 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 21 of 36 • Cluster 5 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Ava's first view changes because she studies the painting more carefully."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: B. She looks closely at the painting.

CHECK FOR UNDERSTANDING

Ask which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about the teacher because the teacher is also in the passage.

POSSIBLE STUDENT QUESTION

Why is an answer about the teacher wrong? The question asks what we infer about Ava.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava might notice after the details in this part of the text.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Ava studies the painting carefully?** Explain how it proves the inference.

"A few were pointing as if they were explaining ideas."

I CAN | I can explain how a specific detail proves what Ava notices.

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Grade 4 · Cluster 5 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Strong evidence shows the detail Ava notices. It helps prove that she studies the painting carefully."

▶ *Students copy the detail and finish: This shows Ava studies the painting because...*

ANSWER KEY: Ava notices the people pointing and explaining ideas.

CHECK FOR UNDERSTANDING

Ask students to explain why this is stronger than saying Ava sees a building.

COMMON MISCONCEPTION

Students may copy the sentence without explaining how it proves the idea.

POSSIBLE STUDENT QUESTION

What makes this evidence useful? It shows Ava notices an action in the painting.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the best evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the reading and talking details also support the inference.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Ava as she studies the painting?** Write your inference and one piece of proof.

"Ava looked back at the painting. It showed more than a group of people."

I CAN | I can write an inference about Ava and support it with exact text evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ► = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

► Read the I can statement aloud, then read the test-style question on the slide.

"Ava looks again because she realizes the painting means more than she first thought."

► Students write an inference and copy one sentence that supports it.

ANSWER KEY: Ava is thoughtful because she looks beyond her first impression.
Proof: It showed more than a group of people.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that Ava likes the painting. The passage supports her careful thinking more clearly.

POSSIBLE STUDENT QUESTION

How can I keep my inference from going too far? Use an idea that the clues support.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava's final thought shows about how her understanding changed.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Ava does not notice details in the painting.** Explain why it is a trap and name the trap.

"Then Ava noticed more. Some people were reading. Others were talking."

I CAN | I can use the text to explain why a tempting trap answer is wrong.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer with evidence."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This trap says the opposite of what Ava does. The passage clearly shows her awareness."

▶ *Students name the trap and cite the words that disprove the wrong answer.*

ANSWER KEY: Opposite, misreads awareness. Ava notices more details.

CHECK FOR UNDERSTANDING

Ask students to point to the words that disprove the wrong answer.

COMMON MISCONCEPTION

Students may focus on Ava's first impression and forget that she notices more afterward.

POSSIBLE STUDENT QUESTION

Why is the first sentence not enough?
The next sentence shows Ava's understanding grows.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why the opposite answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another wrong answer that misreads Ava's awareness.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Ava as she studies the painting? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Ava as she studies the painting?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Ava and prove it with a sentence from the text.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Look for what Ava does and notices. Then prove your inference with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The words noticed more and some people were reading show Ava looks closely at the painting.

CHOOSE B. She looks closely at the painting. Ava first sees a group, then notices people reading, talking, and pointing. A is an Opposite, misreads awareness trap. C is a Not in the text trap.

SHOW The people were pointing as if they were explaining ideas. Ava notices what the people are doing, not just where they are.

OWN Ava is thoughtful because she looks beyond her first impression. Proof: It showed more than a group of people.

DEFEND Opposite, misreads awareness. Ava does notice details because the text says she noticed more and names what people were doing.

YOUR TURN Answers vary. One example: Ava is thoughtful because she looks beyond her first impression. Proof: It showed more than a group of people.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Inference

TEKS 4.6(F) · Inference · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael.”

What can the reader infer about Ava as she studies the painting?

- A** Ava is not interested and ignores it.
- B** Ava painted The School of Athens herself.
- C** Ava is interested and studies it closely.
- D** Ava notices only the large building.

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Grade 4 · Cluster 5 · Inference

TEKS 4.6(F) · Inference · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the last choice because it uses the first detail and ignores what Ava notices next.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

A **Ava is not interested and ignores it.**
Opposite, misreads awareness trap. Ava leaned forward, showing attention.

B **Ava painted The School of Athens herself.**
Not in the text trap. The passage names Raphael as the artist.

C **Ava is interested and studies it closely. Correct.**
Ava leaned forward as the painting was shown, which shows interest and attention.

D **Ava notices only the large building.**
Misreads a detail trap. Ava first sees the building, but then notices more.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from clues the author gives me.

I can use details from the passage to explain why Ava's teacher shows the painting.

I can check choices for traps that go beyond what the passage supports.

THIS WEEK'S FOCUS

Inferencing

from “Looking Back to Move Forward”

Inferring the author's view: An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why Ava's teacher shows the painting?** This week we will watch for **Goes beyond the text**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 5 • Inferencing

TEKS 4.6(F) • Inferencing • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer the author's view from clues in a passage. We will ask why Ava's teacher shows the painting.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose an inference, show evidence, own our thinking, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 2 . a class or student copy of "Looking Back to Move Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference differs from a fact stated directly.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why Ava's teacher shows the painting?** Find the clue words.

"It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward."

I CAN | I can find exact words that help explain why the teacher shows the painting.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words that support an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for words that explain what Ava learns from the painting."

▶ *Read the two sentences twice. Students underline "important lessons" and "move forward."*

ANSWER KEY: "Important lessons" and "move forward."

CHECK FOR UNDERSTANDING

Ask a student to point to the clue words.

COMMON MISCONCEPTION

Students may choose any detail about the painting instead of the detail that explains its purpose.

POSSIBLE STUDENT QUESTION

Why do these words matter? They show what the painting helps Ava understand.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson Ava learns from looking back.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why Ava's teacher shows the painting?** Pick the answer the text proves.

"Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same."

- A** She wants students to copy the painting to practice art skills. • **B** She wants students to keep old ideas exactly the same. • **C** She wants students to learn from the past and move forward.

I CAN | I can choose the best inference and avoid answers that are not supported.

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Grade 4 • Cluster 5 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 22 of 36 • Cluster 5 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best choice connects the painting to learning from the past and moving forward."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: C. She wants students to learn from the past and move forward.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words.

COMMON MISCONCEPTION

Students may choose an answer about keeping everything the same because it mentions looking back.

POSSIBLE STUDENT QUESTION

How do I reject a trap? I check whether the whole choice is supported.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the painting connects to the future.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that** the teacher shows the painting to teach a lesson? Explain how.

"It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward."

I CAN | I can explain how exact words from the passage prove my inference.

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Grade 4 · Cluster 5 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just repeat the detail. Explain how it proves the teacher's purpose."

▶ *Have students complete: This proves the teacher's purpose because...*

ANSWER KEY: The painting teaches lessons from the past.

CHECK FOR UNDERSTANDING

Ask a student to finish the because sentence.

COMMON MISCONCEPTION

Students may say only that the painting shows people. They need to explain the lesson.

POSSIBLE STUDENT QUESTION

What makes this strong evidence? It directly connects the painting to learning and moving forward.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what better choices the past can help people make.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the author's view of looking back?** Write your inference and one piece of proof.

"Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future."

I CAN | I can write an inference about the author's view and support it with exact text evidence.

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Grade 4 · Cluster 5 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The author's view is the idea the whole passage helps us understand."

▶ *Students write one inference and copy one proof sentence.*

ANSWER KEY: Looking back can help people make better choices.

CHECK FOR UNDERSTANDING

Ask a student to read the proof aloud.

COMMON MISCONCEPTION

Students may say the author wants people to live in the past. The passage says the past can help the future.

POSSIBLE STUDENT QUESTION

How do I know my inference is not too far? The passage must give proof for it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the author's view connects to the title.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The teacher shows the painting to prepare Ava for an art contest.** Explain why it is a trap and name the trap.

"It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward."

I CAN | I can use the passage to explain why a tempting answer is unsupported.

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Grade 4 · Cluster 5 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This choice sounds possible, but the passage gives no contest clue."

▶ Students name the trap and use the sentence to explain the real purpose.

ANSWER KEY: Goes beyond the text. No art contest appears in the passage.

CHECK FOR UNDERSTANDING

Ask students to name the trap and the missing proof.

COMMON MISCONCEPTION

Students may accept the choice because the passage is about art. The whole idea still needs support.

POSSIBLE STUDENT QUESTION

Why is this not just Not in the text? It adds a specific purpose that the passage does not support.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another answer that goes beyond the text.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why Ava's teacher shows the painting? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about why Ava's teacher shows the painting?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the teacher's purpose and prove it with a sentence.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE "important lessons" and "move forward." These words show that the painting helps Ava learn from the past.

CHOOSE C. She wants students to learn from the past and move forward. The passage says old ideas can become useful and that looking back can help people move forward. A is a Goes beyond the text trap. B is an Opposite trap.

SHOW The painting helps Ava learn that the past can teach important lessons and help people move forward.

OWN The author believes looking back can help people improve the future. The passage says people studied the past to make better choices.

DEFEND Goes beyond the text. The passage says the painting teaches lessons about the past and future, but it never mentions an art contest.

YOUR TURN Answers vary. One example: The teacher wants students to learn how the past can help people move forward. Proof: Sometimes, looking back can help people move forward.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answer slide one row at a time.*

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.”

What can the reader infer about why Ava's teacher shows the painting?

- A** The teacher wants students to copy the painting to practice art skills.
- B** The teacher wants students to keep old ideas exactly the same.
- C** The teacher wants students to study only the people in it.
- D** The teacher wants students to learn from the past and move forward.

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Grade 4 · Cluster 5 · Inference

TEKS 4.6(F) · Inference · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it adds a detail or twists the painting's message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** The teacher wants students to copy the painting to practice art skills.
Goes beyond the text trap. The excerpt does not say students should copy the painting or practice art skills.
- B** The teacher wants students to keep old ideas exactly the same.
Opposite trap. The excerpt says looking back can help people move forward, not that old ideas should stay exactly the same.
- C** The teacher wants students to study only the people in it.
Misreads a detail trap. The excerpt says the painting shows more than a group of people, so focusing only on the people misses the bigger lesson.
- D** The teacher wants students to learn from the past and move forward. **Correct.**
The excerpt says the painting helped Ava understand that the past can teach important lessons and that looking back can help people move forward.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues about a person's life.

I can use exact words from the passage to support my thinking.

I can check choices for traps that sound possible but are not proved.

THIS WEEK'S FOCUS

Inferencing

from “Voices That Shaped Texas”

An **inference** is an idea the author does not say directly, but clues support it. STAAR asks: **What can the reader infer about Lydia Mendoza from her early life?** Watch for traps such as **Not in the text**, **Misreads a detail**, and **Plausible but unsupported preference**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 5 • Inferencing

TEKS 4.6(F) • Inferencing • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to make inferences from Lydia Mendoza's life story. An inference is an idea the text supports without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose the best inference, show proof, own our thinking, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 3 . a class or student copy of "Voices That Shaped Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated directly.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about Lydia's early life."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Lydia Mendoza from her early life?** Find the clue words.

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

I CAN | I can notice exact words that support an inference about Lydia.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Inferencing • Monday

TEKS 4.6(F) • Inferencing • Week 23 of 36 • Cluster 5 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about Lydia's early life."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Listen for clues about where Lydia came from and what she sang about."

▶ *Read the sentence twice. Students underline Mexican American family and everyday life.*

ANSWER KEY: Her family and real-life topics are the key clues.

CHECK FOR UNDERSTANDING

Ask students to point to two clue words.

COMMON MISCONCEPTION

Students may choose strong, clear voice. That clue comes later in her life.

POSSIBLE STUDENT QUESTION

Why do family and everyday life matter? They show what shaped Lydia's music.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clues about early life. Keep the demand at this level.

RAISE THE THINKING

Ask what these clues suggest about Lydia's values.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Lydia Mendoza from her early life?** Pick the answer the text proves.

"People felt connected to her music because it sounded like their own experiences."

A She used music to share family and community stories • **B** She avoided sharing music with family and community • **C** She preferred songs about love over other topics

I CAN | I can choose an inference and avoid choices the text does not support.

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Grade 4 · Cluster 5 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the choice that connects Lydia's music to people's real lives."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: A. She used music to share family and community stories.

CHECK FOR UNDERSTANDING

Ask which words prove the correct inference.

COMMON MISCONCEPTION

Students may choose an answer about fame because she became known later. The question asks about her early life.

POSSIBLE STUDENT QUESTION

How do I know a choice is Not in the text? I cannot point to words that support it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to name the trap in one wrong choice.

TODAY'S THINKING JOB

SHOW

"I can show how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Lydia's music reflected her community?** Explain how it proves it.

"Many listeners heard their own family stories in her music."

I CAN | I can explain how one detail proves an inference about Lydia.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how evidence supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must prove the idea, not just mention Lydia."

▶ *Have students copy the detail and finish: This proves the idea because...*

ANSWER KEY: Listeners recognized family stories, so Lydia's music reflected their lives.

CHECK FOR UNDERSTANDING

Ask a student to explain the detail with because.

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

What makes this strong evidence? It connects Lydia's songs to the listeners' own lives.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what this detail suggests about Lydia as an artist.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Lydia Mendoza from her early life?** Write your inference and one piece of proof.

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

I CAN | I can make an inference about Lydia and support it with exact text evidence.

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Grade 4 · Cluster 5 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and proof."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the words, but the words must support it."

▶ *Students write an inference and copy one exact proof sentence.*

ANSWER KEY: Her family and real experiences shaped her music. Proof: her family and everyday-life songs.

CHECK FOR UNDERSTANDING

Ask students to read their proof aloud.

COMMON MISCONCEPTION

Students may copy a fact without adding an inferred idea.

POSSIBLE STUDENT QUESTION

How do I know I went too far? If the passage gives no clue, the idea is Not in the text.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Lydia's early life shaped her later music.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Lydia preferred playing guitar more than singing.** Explain why it is a trap and name the trap.

"She often played the guitar while she sang."

I CAN | I can use the text to explain why an unsupported preference is wrong.

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Grade 4 · Cluster 5 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This choice sounds possible because guitar is mentioned, but the text does not prove a preference."

▶ Students name the trap and explain why the sentence does not support the preference.

ANSWER KEY: Plausible but unsupported preference. Lydia played guitar while she sang, but the text does not say which she preferred.

CHECK FOR UNDERSTANDING

Ask what the sentence tells us and what it does not tell us.

COMMON MISCONCEPTION

Students may accept the choice because guitar appears in the passage.

POSSIBLE STUDENT QUESTION

Why is this a trap? It adds a preference the author never gives.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with proof. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another unsupported preference trap.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Lydia Mendoza from her early life? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Lydia Mendoza from her early life?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Lydia and prove it with text evidence.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference, then copy the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Mexican American family, Spanish, and everyday life. These clues show that Lydia's early music was connected to family life and real experiences.

CHOOSE A. She used music to share family and community stories. Her songs described everyday life, and listeners heard their own family stories in them. B is an Opposite trap. C is a Plausible but unsupported preference trap.

SHOW The listeners heard their own family stories. This shows Lydia's music reflected experiences shared by her community.

OWN Lydia's family and real-life experiences shaped her music. Proof: She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.

DEFEND Plausible but unsupported preference. The text says Lydia often played the guitar while she sang, but it never says she preferred playing guitar more than singing.

YOUR TURN Answers vary. One example: Lydia used music to share family and everyday experiences. Proof: She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Mendoza began performing when she was young. She sang with her family and later became known for her strong, clear voice.”

What can the reader infer about Lydia Mendoza from her early life?

- A** She began sharing music with others at an early age.
- B** She preferred singing with family over playing guitar.
- C** She started performing only after she became famous.
- D** She never developed a strong, clear singing voice.

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Grade 4 · Cluster 5 · Inference

TEKS 4.6(F) · Inference · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible or uses a detail without checking the whole excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

She began sharing music with others at an early age. Correct.

- A** She performed when she was young and sang with her family, showing that she began sharing music with others early.

She preferred singing with family over playing guitar.

- B** Plausible but unsupported preference trap. The excerpt says she sang with family and played guitar, but it does not say which she preferred.

She started performing only after she became famous.

- C** Opposite trap. The excerpt says she began performing when she was young, before she became known.

She never developed a strong, clear singing voice.

- D** Opposite trap. The excerpt says she became known for her strong, clear voice.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how artists made a difference from clues in the passage.

I can connect an artist's actions to the impact those actions had on Texas music.

I can check each answer to make sure it is supported by evidence.

THIS WEEK'S FOCUS

Inferencing

from “Voices That Shaped Texas”

Week focus: **Inferring impact from evidence.** An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about how these artists shaped Texas music?** Watch for **Overgeneralization, too broad, Not in the text, and Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 5 • Inferencing

TEKS 4.6(F) • Inferencing • Week 24 of 36 • Cluster 5 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer how artists shaped Texas music. An inference is an idea we build from clues and what we already know.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose supported ideas, show proof, write our own inferences, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 4 . a class or student copy of "Voices That Shaped Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask: How is an inference different from a fact stated directly in the passage?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about an artist's impact."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how these artists shaped Texas music?** Find the clue words about the families Mendoza helped.

"She helped people feel seen and respected."

I CAN | I can notice exact words that help me infer how an artist shaped Texas music.

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Grade 4 · Cluster 5 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about an artist's impact."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what Mendoza helped people feel. Those feelings are clues about her impact."

▶ *Read the sentence twice. Students underline seen and respected.*

ANSWER KEY: Seen and respected show that Mendoza helped families feel valued.

CHECK FOR UNDERSTANDING

Ask: What do these clue words show about Mendoza's impact?

COMMON MISCONCEPTION

Students may name what Mendoza sang about instead of explaining how her music affected people.

POSSIBLE STUDENT QUESTION

Why do feelings count as evidence? Feelings show how listeners were affected by her music.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding impact clues. Keep the demand at this level.

RAISE THE THINKING

Ask what larger change could happen when people feel seen and respected.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how these artists shaped Texas music?** Pick the answer the passage proves.

"Lydia Mendoza shared Mexican American stories through songs in Spanish. Chelo Silva's boleros reached many Tejano listeners."

- A** They created every style of Texas music • **B** They shared culture and reached many listeners • **C** They performed only one kind of music

I CAN | I can choose the inference about impact that is supported by several clues.

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Grade 4 · Cluster 5 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

- ▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best answer connects the artists' actions to their impact. Check that every part is supported."

- ▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. They shared culture and reached many listeners.

CHECK FOR UNDERSTANDING

Ask: Which words show that the artists reached people or shared culture?

COMMON MISCONCEPTION

Students may choose an answer that names only one artist or one detail.

POSSIBLE STUDENT QUESTION

How can I avoid a trap? Ask whether the whole choice is supported, not just one word.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the two sentences work together to show impact.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Bledsoe helped change opportunities for artists?** Explain how it proves the inference.

"It also mattered because it helped open doors for other performers."

I CAN | I can explain how an exact detail proves an artist's impact.

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Grade 4 · Cluster 5 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail gives us the impact, not just the action. Open doors means creating chances for others."

▶ *Students underline open doors and explain its meaning with because.*

ANSWER KEY: Bledsoe helped create opportunities for other performers.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Bledsoe had an impact because...

COMMON MISCONCEPTION

Students may repeat that Bledsoe was successful without explaining how others were affected.

POSSIBLE STUDENT QUESTION

What does open doors mean here? It means helping other performers get chances.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves impact. Keep the demand at this level.

RAISE THE THINKING

Ask what unfair idea Bledsoe's work helped challenge before opening doors.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Bledsoe shaped Texas music and performance?** Write an inference and one piece of proof.

"When one artist breaks a barrier, others may have a better chance to follow."

I CAN | I can connect an artist's achievement to its larger impact on others.

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Grade 4 · Cluster 5 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the sentence, but your proof must come from the passage."

▶ *Students write one inference and copy one exact sentence as proof.*

ANSWER KEY: Bledsoe helped create more chances for performers.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that Bledsoe was talented. That does not explain his larger impact.

POSSIBLE STUDENT QUESTION

How do I know my inference is not too broad? Make sure the passage gives proof for every part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about connecting achievement to impact. Keep the demand at this level.

RAISE THE THINKING

Ask how Bledsoe's story could affect artists who came after him.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **These artists all shaped Texas music in exactly the same way.** Explain why it is a trap and name the trap.

"Their work was not the same, but each contribution mattered."

I CAN | I can use evidence to explain why an answer is too broad.

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Grade 4 · Cluster 5 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer stretches the evidence. The artists all mattered, but they did not shape Texas music in exactly the same way."

▶ *Students name the trap and use the sentence to explain why the answer fails.*

ANSWER KEY: Overgeneralization, too broad. Their work was not the same.

CHECK FOR UNDERSTANDING

Ask students to point to the words that disprove the wrong answer.

COMMON MISCONCEPTION

Students may accept the answer because all three artists had an impact. Similar impact does not mean identical impact.

POSSIBLE STUDENT QUESTION

Why is this too broad? It says exactly the same, but the text says their work was not the same.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an evidence-based answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it is supported.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how these artists shaped Texas music? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how these artists shaped Texas music?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer the artists' impact and support my idea with text evidence.

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Grade 4 · Cluster 5 · Inferencing

TEKS 4.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write what the artists changed or helped others do. Then copy the exact sentence that proves your idea.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Seen and respected.** These words show that Mendoza helped families feel valued in Texas culture.

CHOOSE **B.** They shared culture and reached many listeners. They shared Mexican American stories and reached many Tejano listeners. A is an Overgeneralization, too broad trap. C is a Misreads a detail trap.

SHOW **The phrase open doors for other performers shows that Bledsoe's success made it easier for other artists to have opportunities.**

OWN **Bledsoe helped give more performers a better chance to succeed.** Proof: When one artist breaks a barrier, others may have a better chance to follow.

DEFEND **Overgeneralization, too broad.** The passage says their work was not the same, so their impacts cannot be described as exactly the same.

YOUR TURN **Answers vary.** One example: They made Texas music richer by sharing different cultures and stories. Proof: They shared stories from their communities, reached listeners across the state, and showed that every voice can matter.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“They shared stories from their communities, reached listeners across the state, and showed that every voice can matter. Their work reminds us that music is more than sound. It is a way to remember the past, honor different traditions, and bring people closer together.”

What can the reader infer about how these artists shaped Texas music?

- A** They changed every kind of Texas music across the state.
- B** They all performed exactly one kind of music for everyone.
- C** They made Texas music richer by sharing stories and traditions.
- D** They learned all their songs from one teacher in Texas.

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Grade 4 · Cluster 5 · Inference

TEKS 4.6(F) · Inference · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds larger, stronger, or more certain than the evidence supports.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A They changed every kind of Texas music across the state.**
The evidence supports some artists shaping Texas music, not changing every kind across the state.
- B They all performed exactly one kind of music for everyone.**
The passage says each artist followed a different path, so this choice misreads a detail.
- C They made Texas music richer by sharing stories and traditions. Correct.**
They shared stories from their communities, reached listeners across the state, and honored different traditions, so their work helped make Texas music richer.
- D They learned all their songs from one teacher in Texas.**
The passage never says one teacher in Texas taught all their songs. That detail is not in the text.

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Grade 4 · Cluster 5 · Inference

TEKS 4.6(F) · Inference · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how Jayden's mood shifts from clues in the story.

I can use weather details and Jayden's actions as evidence.

I can check choices for traps before I choose.

THIS WEEK'S FOCUS

Inferencing

from “A Day That Changed”

An **inference** is an idea the text proves without saying it directly. STAAR asks: **What can the reader infer about Jayden when the weather changes?**

This week we will watch Jayden's mood shift and avoid **Opposite**, **misreads awareness**, **Misreads a detail**, and **Not in the text** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Inferencing

TEKS 4.6(F) • Inferencing • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer how Jayden's mood shifts as the weather changes. An inference is an idea the text proves through clues.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will find clues, choose the best inference, explain the proof, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 1 . a class or student copy of "A Day That Changed" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a fact about weather can help prove an inference about Jayden's mood.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about Jayden's mood."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Jayden when the weather changes?** Find the clue words.

"The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

I CAN | I can notice weather clues that show a change in Jayden's mood.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about Jayden's mood."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The weather is no longer calm and clear. Jayden notices the change."

▶ *Read the sentence twice. Students underline grew stronger, noticed, and gray clouds.*

ANSWER KEY: The weather is changing, and Jayden notices it.

CHECK FOR UNDERSTANDING

Ask students to point to two clue words.

COMMON MISCONCEPTION

Students may focus only on gray clouds. The action noticed also matters.

POSSIBLE STUDENT QUESTION

Why does noticed matter? It shows Jayden is paying attention to the change.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding mood clues. Keep the demand at this level.

RAISE THE THINKING

Ask what mood Jayden may have as the weather changes.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Jayden when the weather changes?** Pick the answer the text proves.

"Jayden looked up, confused. "What happened to the sunshine?" he asked."

- A** He feels happy about the sudden rain • **B** He thinks weather and climate are the same • **C** He feels confused by the sudden change

I CAN | I can choose the inference that best matches Jayden's actions and words.

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Grade 4 • Cluster 6 • Inference • Tuesday

TEKS 4.6(F) • Inference • Week 25 of 36 • Cluster 6 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

- ▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Jayden's question shows that the weather change surprises him."

- ▶ *Students choose privately, then explain which words prove their choice.*

ANSWER KEY: C. He feels confused by the sudden change.

CHECK FOR UNDERSTANDING

Ask which words show Jayden is unsure.

COMMON MISCONCEPTION

Students may choose that Jayden is excited because he was excited earlier. His mood has shifted.

POSSIBLE STUDENT QUESTION

How do I know the mood changed? Jayden is confused now, even though he was excited earlier.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the best inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to name the earlier clue that shows a different mood.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Jayden's mood shifts from excited to confused?** Explain how it proves it.

"Jayden woke up early, excited for field day."

I CAN | I can explain how Jayden's earlier belief helps show his mood shift.

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Grade 4 · Cluster 6 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This detail shows Jayden felt excited at first. Later clues show that his mood changed to confused."

▶ *Have students connect this sentence to the later clue that Jayden looked up, confused.*

ANSWER KEY: He was excited at first, but later became confused.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves a mood shift because...

COMMON MISCONCEPTION

Students may copy the detail without explaining the change in mood.

POSSIBLE STUDENT QUESTION

Why use an earlier detail? It lets us compare Jayden's moods.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining mood evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what word best describes Jayden's first mood.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Jayden after the weather changes?** Write your inference and one piece of proof.

"Jayden looked up, confused."

I CAN | I can write an inference about Jayden's mood and support it with exact text evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should describe Jayden's mood. Your proof should show the words or action that reveal it."

▶ *Students write one inference and copy one exact sentence as proof.*

ANSWER KEY: Jayden feels confused.
Proof: Jayden looked up, confused.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that it rained. That is a fact, not an inference about Jayden's mood.

POSSIBLE STUDENT QUESTION

Can I use disappointed? No. The passage says some students were disappointed, but it says Jayden was confused.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Jayden learns about weather and climate.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jayden knew the weather would change.** Explain why it is a trap and name the trap.

"Jayden misjudged the weather and assumed the day would continue like this."

I CAN | I can use the text to explain why a trap misreads Jayden's awareness.

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Grade 4 · Cluster 6 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap says Jayden knew the change before it happened, but the text says he misjudged the weather."

▶ Students write the trap name and copy the words that disprove the wrong answer.

ANSWER KEY: Opposite, misreads awareness. He misjudged the weather.

CHECK FOR UNDERSTANDING

Ask students to name the trap and point to the proof.

COMMON MISCONCEPTION

Students may think noticing clouds means Jayden predicted the change. Noticing it later is different from knowing it ahead of time.

POSSIBLE STUDENT QUESTION

What does awareness mean here? It means knowing what is happening. Jayden noticed the change after it began, but he did not predict it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an Opposite, misreads awareness trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain the difference between noticing and predicting.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Jayden after the weather changes? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Jayden after the weather changes?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Jayden's mood and prove it with text evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write your inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The wind grew stronger, and Jayden noticed gray clouds. These clues show that he sees the pleasant weather changing.

CHOOSE C. He feels confused by the sudden change. The words looked up, confused and his question show that the change surprises Jayden. A is an Opposite trap. B is a Misreads a detail trap.

SHOW Jayden was excited at first. Later, he looked up, confused, so his mood shifted from excited to confused.

OWN Jayden feels confused when the weather changes. Proof: Jayden looked up, confused.

DEFEND Opposite, misreads awareness. Jayden did not know the weather would change. He misjudged the weather and assumed the day would continue.

YOUR TURN Answers vary. One example: Jayden feels confused when the weather changes. Proof: Jayden looked up, confused.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. “What happened to the sunshine?” he asked.”

What can the reader infer about Jayden when the weather changes?

- A** He believes the pleasant weather will stay the same.
- B** He feels confused as the weather begins to change.
- C** He thinks weather and climate are the same today.
- D** He feels worried about missing his soccer game today.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A trap answer may use a weather word but miss Jayden's mood or add a detail the passage does not give.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A He believes the pleasant weather will stay the same.**
Opposite trap. The excerpt says the conditions began to change, and Jayden noticed the change.
- B He feels confused as the weather begins to change. Correct.**
Jayden notices the stronger wind and gray clouds, then looks up, confused. His question shows that the change surprises him.
- C He thinks weather and climate are the same today.**
Misreads a detail trap. The passage says weather can change quickly, but climate stays consistent over time.
- D He feels worried about missing his soccer game today.**
Not in the text trap. The passage does not mention soccer or Jayden worrying about missing a game.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a lesson from what Jayden does and says.

I can use clues from the story to explain what Jayden learned.

I can check each answer to avoid a trap.

THIS WEEK'S FOCUS

Inferencing

from “A Day That Changed”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about Jayden based on his actions after the storm?** Watch for **Wrong motive** for a true action, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Inferencing

TEKS 4.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer a lesson from Jayden's actions after the weather changes.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will find clues, choose the best inference, explain proof, and defend against a wrong motive for a true action.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 2 . a class or student copy of "A Day That Changed" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an action can reveal a lesson.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about Jayden."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Jayden based on his actions after the storm?** Find the clue words.

"At recess, Jayden looked up at the sky again. This time, he noticed the clouds, the wind, and the temperature."

I CAN | I can notice the exact actions that support an inference.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about Jayden."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Jayden looks and notices details. Those actions give us clues about what he learned."

▶ *Read the sentences twice. Students underline looked up, noticed, and the weather details.*

ANSWER KEY: Jayden carefully observes the weather.

CHECK FOR UNDERSTANDING

Ask which action shows Jayden is paying attention.

COMMON MISCONCEPTION

Students may focus only on the clouds. The inference comes from Jayden's careful actions.

POSSIBLE STUDENT QUESTION

Why do his actions matter? They show what he learned without stating it directly.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson these actions suggest.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Jayden based on his actions after the storm?** Pick the answer the text proves.

"Jayden smiled as he joined his friends outside. Field day had not gone as planned, but it helped him learn something important about Earth's changing patterns."

- A** He learned to observe carefully before making guesses • **B** He learned to avoid his friends after field day • **C** He became a scientist who predicted weather patterns

I CAN | I can choose the best inference and reject choices the text does not support.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the choice that matches Jayden's lesson, not just one word from the story."

▶ *Students choose an answer, then explain which clue supports it.*

ANSWER KEY: A. He learned to observe carefully before making guesses.

CHECK FOR UNDERSTANDING

Ask students which words show that Jayden learned a lesson.

COMMON MISCONCEPTION

Students may choose the scientist answer because it mentions weather patterns. The passage says Jayden learned to observe, not that he became a scientist.

POSSIBLE STUDENT QUESTION

Can an answer use story words and still be wrong? Yes. The whole idea must fit the text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Jayden changed from this part of the text to this part of the text.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the idea that Jayden learned to think carefully about weather? Explain how it proves the inference.

"He would remember to observe carefully before making guesses about the sky each day."

I CAN | I can explain how the exact words prove what Jayden learned.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Strong evidence does more than repeat the answer. It shows how the answer is proved."

▶ *Students circle observe carefully and making guesses, then complete: This proves the inference because...*

ANSWER KEY: Jayden will observe carefully before guessing.

CHECK FOR UNDERSTANDING

Ask a student to explain why observe carefully is important.

COMMON MISCONCEPTION

Students may copy the detail without explaining it. Ask them to add because.

POSSIBLE STUDENT QUESTION

Why is this the best evidence? It directly tells what Jayden will do differently.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof. Keep the demand at this level.

RAISE THE THINKING

Ask which earlier action shows Jayden needed this lesson.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What lesson did Jayden learn from the changed weather?** Write your inference and one piece of proof.

"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

I CAN | I can explain Jayden's lesson and support it with exact text evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should name the lesson. Your proof should show where the lesson comes from."

▶ *Students write one inference and copy one sentence or phrase that supports it.*

ANSWER KEY: Weather can change, but climate stays consistent over time.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may say only that it rained. That is a detail, not the lesson Jayden learned.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that connect weather changes with climate patterns.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this lesson affects Jayden's future choices.

TODAY'S THINKING JOB

DEFEND

"I can explain why a trap answer is wrong."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jayden looked at the sky because he wanted to play with his friends.** Explain why it is a trap and name the trap.

"He would remember to observe carefully before making guesses about the sky each day."

I CAN | I can use the text to reject a wrong motive for a true action.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why a trap answer is wrong."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The action is true, but the motive is not supported. That is the featured trap."

▶ *Students name the trap and underline the words that show Jayden's real purpose.*

ANSWER KEY: Wrong motive for a true action. He observed to make better guesses.

CHECK FOR UNDERSTANDING

Ask what Jayden was trying to do when he observed the sky.

COMMON MISCONCEPTION

Students may accept the answer because Jayden later joined friends. The answer gives that action the wrong motive.

POSSIBLE STUDENT QUESTION

Why is this trap tricky? It uses a true action but invents a reason for it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving a wrong motive. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another wrong motive for a true action in the passage.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Jayden based on his actions after the storm? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Jayden based on his actions after the storm?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Jayden and prove it with text evidence.

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Grade 4 · Cluster 6 · Inferencing

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the lesson first. Then copy the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Jayden looked up and noticed the clouds, the wind, and the temperature. He is observing carefully.

CHOOSE A. He learned to observe carefully before making guesses. He learned from the changed weather and would observe carefully before making guesses. B is an Opposite trap. C is a Goes beyond the text trap.

SHOW The words observe carefully and before making guesses show that Jayden learned to check clues before deciding what the weather would do.

OWN Jayden learned that weather can change quickly, but climate stays consistent over time. Proof: he realized the weather changed while the climate stayed consistent.

DEFEND Wrong motive for a true action. Jayden really looked at the sky, but the passage shows he observed to make better guesses, not to play with friends.

YOUR TURN Answers vary. One example: Jayden learned to observe carefully before making guesses. Proof: He would remember to observe carefully before making guesses about the sky each day.

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Grade 4 · Cluster 6 · Inferencing

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Field day had not gone as planned, but it helped him learn something important about Earth’s changing patterns. He would remember to observe carefully before making guesses about the sky each day.”

What can the reader infer about Jayden based on his actions after the storm?

- A** Jayden avoided his friends after the rainy field day.
- B** Jayden watched the sky to join friends outside.
- C** Jayden became a scientist who predicted weather patterns.
- D** Jayden learned to observe carefully before making guesses.

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Grade 4 · Cluster 6 · Inferencing

TEKS 4.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses a true action or detail but gives it the wrong meaning.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A Jayden avoided his friends after the rainy field day.**
Opposite trap. The passage says Jayden joined his friends outside and smiled.
- B Jayden watched the sky to join friends outside.**
Wrong motive for a true action trap. Jayden did watch the sky, but the passage connects that action to observing carefully, not joining friends.
- C Jayden became a scientist who predicted weather patterns.**
Goes beyond the text trap. The passage says Jayden learned to observe weather, not that he became a scientist or predicted weather patterns.
- D Jayden learned to observe carefully before making guesses. Correct.**
The passage says he would observe carefully before making guesses, showing the lesson he learned.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 26 of 36 · Cluster 6 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect a region's climate to the jobs people do there.

I can use clues about rain, wind, or dryness to infer why an economy develops.

I can choose the answer that the passage proves about Texas regions.

THIS WEEK'S FOCUS

Inferencing

from “Understanding the Texas Regions”

An **inference** is an idea the author does not say directly, but the clues prove it. STAAR asks: **What can the reader infer about how climate affects each region's economy?** This week we will watch for **Overgeneralization, too broad, Not in the text, and Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Inferencing

TEKS 4.6(F) • Inferencing • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer how climate affects the economy in each Texas region. An inference is an idea the text proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will connect climate clues to jobs, farming, ranching, energy, mining, or trade. We will also defend against answers that are too broad.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 3 . a class or student copy of "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a climate clue can help prove an inference about jobs.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice climate clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how climate affects each region's economy?** Find the clue words.

"Because the climate is drier, plants must be able to survive with less water."

I CAN | I can notice words that link climate to an economic activity.

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Grade 4 · Cluster 6 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice climate clues."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the climate word and the effect it has on plants or work."

▶ *Read the sentence twice. Students underline drier and less water.*

ANSWER KEY: Drier climate means plants must survive with less water.

CHECK FOR UNDERSTANDING

Ask students to point to the two clue words.

COMMON MISCONCEPTION

Students may choose a job word without noticing the climate clue.

POSSIBLE STUDENT QUESTION

Why does less water matter? Plants must survive before farmers can grow crops.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the climate clue. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of farming this clue might make harder.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how climate affects each region's economy?** Pick the answer the text proves.

"Farming in the Great Plains can be challenging because of the dry climate."

- A** Dry climate makes all Texas farming harder. • **B** Dry climate makes Great Plains farming easier. • **C** Dry climate makes Great Plains farming harder.

I CAN | I can choose the inference that connects a region's climate to its economy.

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Grade 4 • Cluster 6 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a supported inference."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"The best answer must connect dry climate to farming, not just repeat a region fact."

► *Students choose privately, then explain which words support their choice.*

ANSWER KEY: C. Dry climate makes Great Plains farming harder.

CHECK FOR UNDERSTANDING

Ask students which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose a broad answer about every Texas region.

POSSIBLE STUDENT QUESTION

Why is a broad answer a trap? It may ignore the specific clue in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how farmers respond to the dry climate.

TODAY'S THINKING JOB

SHOW

"I can show how evidence proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that wind affects the Great Plains economy?** Explain how it proves the inference.

"Wind turbines are built in some areas to create electricity."

I CAN | I can explain how a detail connects the Great Plains climate to its economy.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how evidence proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Good evidence does more than mention wind. It shows what people do with the wind."

▶ *Have students circle wind turbines and create electricity. Ask them to add because.*

ANSWER KEY: Strong winds can help create electricity through wind turbines.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports the inference because...

COMMON MISCONCEPTION

Students may say only that wind is common. They must connect wind to work or energy.

POSSIBLE STUDENT QUESTION

How can wind help the economy?
Turbines use it to create electricity.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask whether the wind is only helpful in the passage.

TODAY'S THINKING JOB

OWN

"I can write an inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the Mountains and Basins region has fewer large cities?** Write your inference and one piece of proof.

"Because it receives very little rain, there are fewer plants and fewer large cities."

I CAN | I can connect the region's climate to where people live and work.

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Grade 4 • Cluster 6 • Inferencing • Thursday

TEKS 4.6(F) • Inferencing • Week 27 of 36 • Cluster 6 • Module 3 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and proof."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should explain why the climate clue matters to communities."

► *Students write one inference and copy the exact sentence as proof.*

ANSWER KEY: Very little rain helps explain why fewer large cities are there.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that the region has deserts. They need to explain the effect.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The sentence must connect very little rain with fewer cities.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the climate might affect farming there too.

TODAY'S THINKING JOB

DEFEND

"I can defend against a too broad answer."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Every region's economy depends on farming.** Explain why it is a trap and name the trap.

"The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall."

I CAN | I can use a passage detail to explain why an overgeneralization is wrong.

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Grade 4 · Cluster 6 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend against a too broad answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer stretches one possible job across all four regions. Check whether the text supports every region."

▶ Students name the trap and use the sentence to explain why the answer is too broad.

ANSWER KEY: Overgeneralization, too broad. The regions have different climates and economic activities.

CHECK FOR UNDERSTANDING

Ask which words show that this region is different.

COMMON MISCONCEPTION

Students may accept the answer because farming appears in some regions.

POSSIBLE STUDENT QUESTION

Why is the answer too broad? It says every region, but the passage names different jobs.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a broad trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to name one nonfarming job from the passage.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how climate affects each region's economy? Write one inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how climate affects each region's economy?
Write your inference. Then copy one sentence that proves it.

I CAN | I can connect a region's climate to its economy and prove my idea with text evidence.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Connect the climate clue to the work people do, then prove your idea with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Drier climate and less water.** These clues show that plants must be able to survive with less water.

CHOOSE **C.** Dry climate makes Great Plains farming harder. The proof words dry climate and challenging show that farming is harder there. A is an Overgeneralization, too broad trap. B is an Opposite trap.

SHOW **The sentence shows that strong winds can be used to create electricity.** This links a climate feature to wind energy, an economic activity.

OWN **The very dry climate helps explain why the region has fewer large cities.** Proof: It receives very little rain, so there are fewer plants and fewer large cities.

DEFEND **Overgeneralization, too broad.** The passage shows that this region has a very dry climate and jobs in oil, gas, and mining, so farming cannot describe every region's economy.

YOUR TURN **Answers vary.** One example: Strong winds help the Great Plains produce wind energy. Proof: Wind turbines are built in some areas to create electricity.

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Grade 4 · Cluster 6 · Inferencing

TEKS 4.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The land changes, the climate changes, and the ways people work change. These differences help explain why people settle in certain places and why different jobs are important in different areas.”

What can the reader infer about how climate affects each region's economy?

- A** Climate shapes every region's jobs in exactly the same way.
- B** Climate helps shape the important jobs in each region.
- C** Climate makes people in Texas change jobs whenever weather changes.
- D** Climate affects settlement but does not shape regional jobs.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it twists the link between climate, settlement, and jobs.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is B.

- A** **Climate shapes every region's jobs in exactly the same way.**
Overgeneralization, too broad trap. The excerpt says the climate and jobs change from place to place.
- B** **Climate helps shape the important jobs in each region. Correct.**
The excerpt connects changing climate with changing work and explains that different jobs are important in different areas.
- C** **Climate makes people in Texas change jobs whenever weather changes.**
Not in the text trap. The excerpt does not say people change jobs whenever weather changes.
- D** **Climate affects settlement but does not shape regional jobs.**
Misreads a detail trap. The excerpt links climate with both where people settle and which jobs matter.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in the passage.

I can use exact evidence to support my thinking.

I can check for traps that are not proved by the text.

THIS WEEK’S FOCUS

Inferencing

from “Understanding the Texas Regions”

Week focus: **Defending an inference in writing**. An **inference** is an idea the author does not say directly, but clues support it. This week we will use this stem: Short response: What can the reader infer about life in one region? Use evidence. We will watch for **Unsupported claim with no evidence**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 6 • Inferencing

TEKS 4.6(F) • Inferencing • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will make inferences about life in the four Texas regions. We will use clues from the passage to support our thinking.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will practice noticing clues, choosing an inference, showing proof, owning our thinking, and defending against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 4 . a class or student copy of "Understanding the Texas Regions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact copied from the passage.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about life in a region."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about life in the Mountains and Basins region?** Find the clue words.

"Because there is little rainfall, people must use water carefully."

I CAN | I can find exact clue words that support an inference about life in a region.

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Grade 4 · Cluster 6 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about life in a region."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The clue words little rainfall and use water carefully work together. They help us infer that water is important in daily life."

▶ *Read the sentence twice. Students underline little rainfall and use water carefully.*

ANSWER KEY: Little rainfall means people must use water carefully.

CHECK FOR UNDERSTANDING

Ask a student to point to both clue phrases.

COMMON MISCONCEPTION

Students may name a job instead of explaining what the clue shows about daily life.

POSSIBLE STUDENT QUESTION

Why does rainfall matter? Less rain means less water is available.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what daily choices the clue might affect.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about farming in the Mountains and Basins region?** Pick the answer the text proves.

"The dry land also makes farming harder than in the wetter regions of Texas."

A People never farm anywhere there. • **B** People farm less often there. • **C** People farm more often there.

I CAN | I can choose the best inference and reject choices the passage does not support.

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Grade 4 · Cluster 6 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at the comparison. Farming is less common there because the region is dry, while ranching and other work are important."

▶ *Students choose the best inference, then explain why one wrong choice is a trap.*

ANSWER KEY: B. People farm less often there.

CHECK FOR UNDERSTANDING

Ask which words prove that farming is harder.

COMMON MISCONCEPTION

Students may choose that people never farm anywhere there. The passage says farming is less common, not absent.

POSSIBLE STUDENT QUESTION

How can I avoid a trap? Check whether the whole choice is proved, not just one word.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting supported thinking. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the climate to farming.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Great Plains residents plan carefully?** Explain how it proves the inference.

"Since the region is dry and windy, people plan carefully for farming, ranching, and water use."

I CAN | I can explain how exact evidence supports an inference about people in a region.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just repeat the detail. Explain how the dry and windy conditions lead people to plan."

▶ *Students underline dry and windy and plan carefully, then complete: This proves the inference because...*

ANSWER KEY: Dry, windy conditions make people plan carefully.

CHECK FOR UNDERSTANDING

Ask a student to explain the because connection.

COMMON MISCONCEPTION

Students may say only that the region has wind. They must explain what people do because of it.

POSSIBLE STUDENT QUESTION

What makes this evidence strong? It names both the condition and the action people take.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how proof works. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if people did not plan carefully.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about life in the Coastal Plains? Write your inference and one piece of proof.**

"The Coastal Plains shows how water and climate can help a region grow."

I CAN | I can make my own inference about a region and defend it with exact evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Write an idea about life that goes beyond the words, then prove it with a sentence or detail from the passage."

▶ *Students write one inference and copy one exact proof sentence or detail.*

ANSWER KEY: Water and climate help the Coastal Plains grow.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy a fact without making an inference. Remind them to explain what the fact shows.

POSSIBLE STUDENT QUESTION

How do I know my inference is safe? Make sure the passage gives clear proof for it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the inference connects to jobs or where people live.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against an unsupported claim."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **People in the Great Plains have many large city parks.** Explain why it is a trap and name the trap.

"The Great Plains helps Texas by providing crops, cattle, and wind energy."

I CAN | I can use exact text evidence to show why a claim is not supported.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against an unsupported claim."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer sounds possible, but the passage gives no proof for large city parks. The evidence names crops, cattle, and wind energy."

▶ Students name the trap and cite the sentence that shows what the passage supports.

ANSWER KEY: Unsupported claim with no evidence. The passage supports crops, cattle, and wind energy, not large city parks.

CHECK FOR UNDERSTANDING

Ask students to name the trap and explain what the passage actually supports.

COMMON MISCONCEPTION

Students may accept the claim because parks sound possible. Remind them that an inference needs proof from the passage.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It sounds possible, but the passage gives no evidence for it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with proof. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong claim so the text supports it.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about life in the North Central Plains? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about life in the North Central Plains?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a region and prove it with evidence.

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Grade 4 · Cluster 6 · Inferencing

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then use exact words from the passage to prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The clue words are **little rainfall and use water carefully**. The dry region has limited water, so people must use it wisely.

CHOOSE B. People farm less often there. The dry land makes farming harder, so people farm less often there. A is a Too broad trap. C is an Opposite trap.

SHOW The detail says **people plan carefully for farming, ranching, and water use because the region is dry and windy**. This shows they adjust their choices to the climate.

OWN **Life in the Coastal Plains is supported by water and a warm climate**. Proof: Since the region has rivers, flat land, and a warm climate, many towns and cities developed there.

DEFEND **Unsupported claim with no evidence**. The passage gives no evidence that people in the Great Plains have many large city parks. It gives evidence about crops, cattle, and wind energy instead.

YOUR TURN **Answers vary**. One example: Ranching is an important way of life in the North Central Plains. Proof: Ranching has been important in the North Central Plains for a long time.

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Grade 4 · Cluster 6 · Inferencing

TEKS 4.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“More people often live in areas with water, good soil, transportation, and jobs. That is one reason the Coastal Plains has many large cities.”

What can the reader infer about life in one region? Use evidence.

- A** Many people live there because it has water, soil, and jobs.
- B** Few people live there because it lacks water, soil, and jobs.
- C** All Texans live there because it has water, soil, and jobs.
- D** Many people live there because it has parks and mountains.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the unsupported answer because it sounds possible even though the excerpt gives no evidence for parks and mountains.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is A.

- A Many people live there because it has water, soil, and jobs. Correct.**
The excerpt connects water, good soil, transportation, and jobs with more people and large cities.
- B Few people live there because it lacks water, soil, and jobs.**
Opposite trap. The excerpt connects more people with water, good soil, transportation, and jobs.
- C All Texans live there because it has water, soil, and jobs.**
Too broad trap. The excerpt says more people often live there, not all Texans.
- D Many people live there because it has parks and mountains.**
Unsupported claim with no evidence trap. The excerpt gives no evidence that parks and mountains are the reason people live there.

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Grade 4 · Cluster 6 · Inference

TEKS 4.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from clues in a poem.

I can use words from the poem to support my thinking.

I can check choices for traps that sound right but are not proved.

THIS WEEK'S FOCUS

Inferencing

from “The Roads Between Us”

This week's focus is **Inferring meaning in imagery**. The bending river and turning pathway create a picture of a journey. The action clues watches, listens, and learns help us infer that the traveler is careful and curious. STAAR asks: **What can the reader infer about the traveler in the first stanza?** This week we will watch for **Word association from the lines**, **Opposite**, and **Not in the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will practice Inferring meaning in imagery and action clues in a poem. We will use the poem's words as proof.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice the STAAR question about what the reader can infer about the traveler. We will also spot answers that use words from the lines without proving the idea.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 1 . a class or student copy of "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an image or action clue can support an inference.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about the traveler."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the traveler in the first stanza?** Find the clue words.

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN | I can notice words that help me infer what the traveler is like.

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Grade 4 · Cluster 7 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about the traveler."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The poem does not call the traveler curious. It gives us actions that help us infer this."

▶ *Read the sentence twice. Students underline watches, listens, and learns.*

ANSWER KEY: The traveler watches, listens, and learns.

CHECK FOR UNDERSTANDING

Ask students which word shows the traveler pays attention.

COMMON MISCONCEPTION

Students may choose river or pathway because those words are in the sentence. The question asks about the traveler.

POSSIBLE STUDENT QUESTION

How do the actions help me infer?
They show what the traveler is like.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of person would watch, listen, and learn.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the traveler in the first stanza?** Pick the answer the poem proves.

"A river bends, a pathway turns, A traveler watches, listens, learns."

A The traveler is careful and curious • **B** The traveler carries every item • **C** The traveler ignores the journey

I CAN | I can choose the best inference by matching it to the action clues.

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Grade 4 · Cluster 7 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at the three actions. They point to one clear idea about the traveler."

▶ *Students choose privately, then explain which words prove the answer.*

ANSWER KEY: A. The traveler is careful and curious.

CHECK FOR UNDERSTANDING

Ask students to name the proof words for the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about carrying a basket because the next line mentions a basket. That line does not say the traveler carries it.

POSSIBLE STUDENT QUESTION

What makes an inference best? The text gives clear clues for it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the answer would change if the traveler ignored everything.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that the traveler is curious?** Explain how it proves the inference.

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN | I can explain how exact action words prove what a character is like.

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Grade 4 · Cluster 7 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must do more than repeat the poem. Explain how the actions prove the idea."

▶ *Students copy the three action words and finish: This shows the traveler is curious because...*

ANSWER KEY: Watches, listens, and learns show curiosity and attention.

CHECK FOR UNDERSTANDING

Ask students to complete the because sentence.

COMMON MISCONCEPTION

Students may copy river bends. That detail describes the path, not the traveler's thinking.

POSSIBLE STUDENT QUESTION

Can three small words prove a big idea? Yes, when they all show the same trait.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining action evidence. Keep the demand at this level.

RAISE THE THINKING

Ask why three related actions are stronger than one action.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the traveler in the first stanza?** Write your inference and one piece of proof.

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN | I can write my own inference and connect it to exact words from the poem.

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Grade 4 · Cluster 7 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go beyond copying the line, but your proof must come from the poem."

▶ *Students write one inference and copy one proof phrase.*

ANSWER KEY: The traveler is curious and careful. Proof: watches, listens, learns.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that the traveler watches, listens, and learns. Add the bigger idea those clues support.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that make it a smart idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the traveler's actions connect to the journey.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a word trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The traveler carries a basket, story, song, and seed.** Explain why it is a trap and name the trap.

"A basket, story, song, or seed Can travel far to meet a need."

I CAN | I can explain why a choice using words from the poem is still unsupported.

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Grade 4 · Cluster 7 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a word trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This choice borrows words from the poem, but it changes who is doing the action."

▶ *Students circle the words used by the trap and explain what the line really says.*

ANSWER KEY: Word association from the lines. The poem does not say the traveler carries those items.

CHECK FOR UNDERSTANDING

Ask which part of the sentence disproves the student's answer.

COMMON MISCONCEPTION

Students may accept the answer because basket and seed appear in the poem. Matching words do not prove the whole choice.

POSSIBLE STUDENT QUESTION

Why is this a word association trap? It connects poem words in a way the poem does not support.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a word trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another choice that uses poem words but changes the meaning.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the traveler in the first stanza? Write your inference and copy one phrase that proves it.

Go back to the reading.
What can the reader infer about the traveler
in the first stanza?
Write your inference. Then copy one phrase
that proves it.

I CAN | I can make an inference and prove it with words from the poem.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then point to the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Watches, listens, and learns.** These words show that the traveler pays close attention and wants to understand.

CHOOSE **A.** The traveler is careful and curious. Watches, listens, and learns show that the traveler pays attention and wants to understand. B is a Word association from the lines trap. C is an Opposite trap.

SHOW **Watches, listens, and learns best support the inference.** These actions show the traveler is paying attention and trying to understand.

OWN **The traveler is curious and careful.** Proof: watches, listens, learns.

DEFEND **Word association from the lines.** The line says a basket, story, song, or seed can travel, but it does not say the traveler carries all of them.

YOUR TURN **Answers vary.** One example: The traveler is curious and careful. Proof: watches, listens, learns.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A river bends, a pathway turns, A traveler watches, listens, learns. A basket, story, song, or seed Can travel far to meet a need.”

What can the reader infer about the traveler in the first stanza?

- A** The traveler carries every item in the stanza.
- B** The traveler is careful and curious on the journey.
- C** The traveler ignores the path and the journey.
- D** The traveler teaches neighbors how to trade goods.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first wrong answer because it uses words from the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is B.

The traveler carries every item in the stanza.

- A** Word association from the lines trap. The poem names items that can travel, but it does not say the traveler carries every item.

The traveler is careful and curious on the journey. Correct.

- B** The words watches, listens, and learns show that the traveler pays attention and wants to understand.

The traveler ignores the path and the journey.

- C** Opposite trap. The traveler watches, listens, and learns, so the traveler is paying attention.

The traveler teaches neighbors how to trade goods.

- D** Not in the text trap. The poem does not say the traveler teaches neighbors or trades goods.

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Grade 4 · Cluster 7 · Inference

TEKS 4.6(F) · Inference · Week 29 of 36 · Cluster 7 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea by connecting clues from different stanzas.

I can use exact words from the poem to support my thinking.

I can check choices for traps that go beyond what the poem proves.

THIS WEEK'S FOCUS

Inferencing

from “The Roads Between Us”

This week's focus is **Inferring across stanzas**. An **inference across stanzas** is an idea I build by connecting clues from different parts of the poem. STAAR asks: **What does the poem suggest about what happens when neighbors trade?** Our featured trap is **Goes beyond the text**. We will also watch for **Not in the text** and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = *say word-for-word* · ▶ = *teacher direction (do not read aloud)*

“This week we will make inferences by connecting clues from different stanzas. An inference is an idea the poem proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will study what happens when neighbors trade, find proof, and defend our answers against trap choices.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 2 . a class or student copy of "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated in the poem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about trading."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the poem suggest about what happens when neighbors trade?** Find the clue words about what sharing can create.

"A pot, a tool, some food to share Could build a bond from here to there."

I CAN | I can notice clue words that help me infer what trading can do.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about trading."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what the shared goods do. They help build a bond."

▶ *Read the lines twice. Students underline share and build a bond.*

ANSWER KEY: Sharing goods can build a bond.

CHECK FOR UNDERSTANDING

Ask students which words show connection.

COMMON MISCONCEPTION

Students may focus only on the goods and miss what sharing creates.

POSSIBLE STUDENT QUESTION

How does this clue help me infer? It shows that trading can connect people.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of connection the bond might create.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the poem suggest about what happens when neighbors trade?** Pick the answer the poem proves.

"They traded goods from place to place, And knowledge traveled at the same pace."

- A** Trading stops people from sharing ideas. • **B** Trading happens only in busy markets. • **C** Trading can spread goods and knowledge.

I CAN | I can connect clues from stanzas to choose the best inference.

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Grade 4 • Cluster 7 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem supports."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The strongest answer should fit both goods and knowledge traveling."

▶ Students choose an answer, then explain which words support it.

ANSWER KEY: C. Trading can spread goods and knowledge.

CHECK FOR UNDERSTANDING

Ask which words show that more than goods were shared.

COMMON MISCONCEPTION

Students may choose that trading happens only in busy markets because they focus on one detail.

POSSIBLE STUDENT QUESTION

Why is knowledge important? The poem says knowledge traveled too.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this clue connects to stanza 3.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that trading connects communities?** Explain how it proves the idea.

"A road is more than where we roam; It links a distant place to home."

I CAN | I can explain how evidence from one stanza supports an idea across the poem.

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Grade 4 · Cluster 7 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just repeat the detail. Explain how it proves connection."

▶ *Have students circle links a distant place to home and complete: This proves connection because...*

ANSWER KEY: The phrase links a distant place to home shows that paths connect places and people.

CHECK FOR UNDERSTANDING

Ask students to explain what links means here.

COMMON MISCONCEPTION

Students may name a road without explaining its connection to communities.

POSSIBLE STUDENT QUESTION

Does links mean physically tied? No. It means connected.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail connects to trading in another stanza.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the poem suggest about what happens when neighbors trade?** Write your inference and one piece of proof.

"The goods they carried had a part, But so did knowledge, mind, and heart."

I CAN | I can connect evidence from the poem to explain what trade can bring.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Inferencing • Thursday

TEKS 4.6(F) • Inferencing • Week 30 of 36 • Cluster 7 • Module 2 • slide 5 of 10

TEACHER SAYS & DOES • SLIDE 5 OF 10 •

Thursday • OWN • Advanced

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and proof."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go beyond one line but stay inside the poem."

▶ *Students write one inference and copy one proof detail.*

ANSWER KEY: Trade can share knowledge and different views as well as goods.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that trading always makes people happy. The poem also shows that connection can bring loss or gain.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Make sure the poem gives clues for every part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect this stanza to stanza 7.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Trading always makes every community richer and happier.** Explain why it is a trap and name the trap.

"Connection could bring loss or gain; Not every meeting stayed the same."

I CAN | I can use evidence to show why a tempting inference goes beyond the poem.

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Grade 4 · Cluster 7 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The word always makes this answer too big. Check whether the poem supports every part."

▶ Students underline loss or gain and explain why the wrong answer is too strong.

ANSWER KEY: Goes beyond the text. The poem shows both loss and gain.

CHECK FOR UNDERSTANDING

Ask students which words disprove always.

COMMON MISCONCEPTION

Students may accept the answer because trade can bring benefits.

POSSIBLE STUDENT QUESTION

Can trading bring good results? Yes, but the poem also says it can bring loss.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a safer inference supported by the stanza.

Make an inference across stanzas.

Go back to the reading. Answer: What does the poem suggest about what happens when neighbors trade? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does the poem suggest about what happens when neighbors trade?
Write your inference. Then copy one sentence that proves it.

I CAN | I can connect clues across stanzas and prove my inference.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Connect clues from more than one stanza. Then use exact words from the poem as proof.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Share and build a bond.** Sharing goods can connect people from different places.

CHOOSE **C.** Trading can spread goods and knowledge. The poem says goods were traded and knowledge traveled, so trade can spread both. A is an Opposite trap. B is a Misreads a detail trap.

SHOW **The phrase links a distant place to home shows that paths can connect people and places.** This supports the idea that trading can connect communities.

OWN **Trading can share more than goods.** It can also share knowledge and different views. Proof: The goods they carried had a part, But so did knowledge, mind, and heart.

DEFEND **Goes beyond the text.** The poem says connection can bring loss or gain, so it does not prove that trading always makes every community richer and happier.

YOUR TURN **Answers vary.** One example: Trade can spread goods and knowledge from place to place. Proof: They traded goods from place to place, And knowledge traveled at the same pace.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

**“Some meetings brought new things to share, While others brought conflict and despair.
Connection could bring loss or gain; Not every meeting stayed the same.”**

What does the poem suggest about what happens when neighbors trade?

- A** Trading brings changes that last forever.
- B** Trading leaves every meeting unchanged.
- C** Trading only moves goods between places.
- D** Trading can bring good or bad results.

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Grade 4 · Cluster 7 · Inference

TEKS 4.6(F) · Inference · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it focuses on one part of the poem instead of its full idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A Trading brings changes that last forever.**
Goes beyond the text trap. The poem does not say that changes last forever.
- B Trading leaves every meeting unchanged.**
Opposite trap. The poem says not every meeting stayed the same, so this choice reverses the idea.
- C Trading only moves goods between places.**
Too narrow trap. The poem says knowledge traveled too, so trading is more than moving goods.
- D Trading can bring good or bad results. Correct.**
The excerpt says some meetings brought new things to share, while others brought conflict and despair. It also says connection can bring loss or gain.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what people pass on from clues in the poem.

I can connect an old idea to how it helps people later.

I can use exact words from the poem to prove my thinking.

THIS WEEK'S FOCUS

Inferencing

from “What We Carry Forward”

Inferring what is passed on: An **inference** is an idea the poem proves without saying it directly. STAAR asks: **What can the reader infer about why the child remembers the grandparent's words?** This week we will spot **Not in the text**, **True but not the answer**, and **Plausible but unsupported traps**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer what people pass on from one generation to another. An inference is an idea the poem proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show evidence, own our thinking, and defend against a plausible but unsupported trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 3 . a class or student copy of "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a detail stated directly.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about passing something on."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about what is passed on?** Find the clue words.

"A rule is written, strong and clear, Its meaning travels year to year."

I CAN | I can notice exact words that help me infer what is passed on.

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Grade 4 · Cluster 7 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about passing something on."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The poem says meaning travels. That clue shows an idea can last over time."

▶ *Read the lines twice. Students underline meaning and year to year.*

ANSWER KEY: Meaning travels year to year.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show lasting.

COMMON MISCONCEPTION

Students may choose rule only. The clue is about the rule's meaning traveling.

POSSIBLE STUDENT QUESTION

Does the rule itself travel? The poem focuses on its meaning being remembered and passed on.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what the meaning might help people understand later.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why people pass on traditions?** Pick the answer the poem proves.

"A family's custom, meal, or song Can help traditions travel long."

- A** Every family shares the same traditions over time. • **B** Families can help traditions last over time. • **C** Families make traditions disappear over time.

I CAN | I can choose the best inference and avoid choices that are not supported.

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Grade 4 • Cluster 7 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 31 of 36 • Cluster 7 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem proves."

- ▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A family custom, meal, or song can help traditions continue over time."

- ▶ *Students choose the best answer, then explain which words prove it.*

ANSWER KEY: B. Families can help traditions last over time.

CHECK FOR UNDERSTANDING

Ask which words show traditions continue.

COMMON MISCONCEPTION

Students may choose that every family has the same traditions. The poem does not say that.

POSSIBLE STUDENT QUESTION

How do I know an answer is supported? I can point to words that connect to the choice.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen if a tradition is not passed on.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that knowledge can be passed on by watching?** Explain how it proves the idea.

"Children learned by watching near, Then carried knowledge year to year."

I CAN | I can explain how the poem's detail proves an inference about learning.

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Grade 4 · Cluster 7 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail gives both the way children learn and what they do with the learning."

▶ *Students underline watching near and carried knowledge year to year, then add because.*

ANSWER KEY: Watching helps children learn skills they carry forward.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves knowledge is passed on because...

COMMON MISCONCEPTION

Students may only repeat watching. They must explain how the knowledge continues.

POSSIBLE STUDENT QUESTION

Why does year to year matter? It shows the knowledge lasts across generations.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what could be lost if children did not watch and learn.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why people study history?** Write your inference and one piece of proof.

"We study history so we know What should remain and what should go."

I CAN | I can make an inference and support it with exact words from the poem.

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Grade 4 · Cluster 7 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the words, but the words must support it."

▶ *Students write an inference and copy one proof phrase from the lines.*

ANSWER KEY: History helps people decide what to keep or leave behind.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the inference.

COMMON MISCONCEPTION

Students may say history is only about the past. The poem explains why we study it now.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Use an idea that the poem's words can prove.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how studying mistakes can help future choices.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **People should keep old ideas that feel familiar.** Explain why it is a trap and name the trap.

"Yet carrying forward does not mean That everything before was clean. Some customs harmed; some laws were wrong; Some unfair systems lasted long."

I CAN | I can use the poem to prove why a tempting answer is wrong.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer sounds reasonable because familiar ideas can feel important, but the poem does not support choosing old ideas only because they feel familiar."

▶ Students name the trap and underline the lines that show people must decide what to keep.

ANSWER KEY: Plausible but unsupported. The poem says some customs and laws were harmful, so readers must decide what to keep.

CHECK FOR UNDERSTANDING

Ask students to name the trap and read the proof.

COMMON MISCONCEPTION

Students may accept the answer because the poem says to carry things forward. They must read the warning too.

POSSIBLE STUDENT QUESTION

Why is this not the best inference? The poem says to question, change, and mend what we inherit.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a True but not the answer choice about the past.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how people should handle what they inherit? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how people should handle what they inherit?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the poem.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Inference

TEKS 4.6(F) · Inference · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write your inference first. Then copy the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The rule's meaning can be remembered and passed on over time.

CHOOSE B. Families can help traditions last over time. A family's custom, meal, or song can help traditions travel long. A is a Too broad trap. C is an Opposite trap.

SHOW Children learned by watching and carried the knowledge year to year. This shows people can pass skills to the next generation.

OWN People study history to decide what to keep and what to leave behind. The poem says we know what should remain and what should go.

DEFEND Plausible but unsupported. The poem says some customs harmed and some laws were wrong, so readers must decide what to keep.

YOUR TURN Answers vary. One example: People should examine and improve what they inherit. Proof: What we inherit is a start, Not one command we learn by heart.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A voice can carry history; A song can hold identity. It helps a child who comes along Know that their story can belong.”

What can the reader infer about why the child remembers the grandparent’s words?

- A** The words make the child feel left out of history.
- B** The child remembers because the grandparent spoke every single day.
- C** The words help the child feel that their story belongs.
- D** A song can hold identity for the child who listens.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Inference

TEKS 4.6(F) · Inference · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a word or idea from the excerpt without answering why the child remembers.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

The words make the child feel left out of history.

- A** Opposite trap. The excerpt says the voice and song help the child's story belong, not that they make the child feel left out.

The child remembers because the grandparent spoke every single day.

- B** Plausible but unsupported trap. The excerpt does not say how often the grandparent spoke.

The words help the child feel that their story belongs. Correct.

- C** The voice carries history and the song holds identity, helping the child know that their story can belong.

A song can hold identity for the child who listens.

- D** True but not the answer trap. The excerpt says a song can hold identity, but this choice does not explain why the child remembers the grandparent's words.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare inferences and choose the one the poem proves best.

I can use exact words from the poem as evidence.

I can spot trap answers that go too far or miss the poem's message.

THIS WEEK'S FOCUS

Inferencing

from “What We Carry Forward”

An **inference** is an idea the poem supports without saying it directly. STAAR asks: **Which inference about the speaker is best supported by the poem?** This week we will watch for **Overstated from a small detail, Opposite, and Not in the text.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will evaluate competing inferences in the poem. An inference is an idea the poem supports without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice the STAAR question, Which inference about the speaker is best supported by the poem? We will also defend our thinking against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 4 . a class or student copy of "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated directly in the poem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words that reveal the speaker's thinking."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which inference about the speaker is best supported by the poem?** Find the clue words.

"We do not carry all things blind; We question, learn, and change our mind."

I CAN | I can notice exact words that support an inference about the speaker.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words that reveal the speaker's thinking."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The speaker does not carry everything without thinking. The words question, learn, and change show careful thinking."

▶ Read the sentence twice. Students underline question, learn, and change our mind.

ANSWER KEY: The clue words show careful thinking about what to carry forward.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show the speaker's careful thinking.

COMMON MISCONCEPTION

Students may focus on carry all things and miss blind, which shows the speaker does not carry things without thinking.

POSSIBLE STUDENT QUESTION

Why is blind important? It shows people should not carry everything without thinking.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what idea these clue words support about the speaker.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports best."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Which inference about the speaker is best supported by the poem?** Pick the choice the poem proves.

"A legacy can start this way, Not finished on its opening day."

A A legacy ends at the start • **B** Every old idea should return • **C** A legacy may grow with time

I CAN | I can compare choices and select the inference supported by the strongest clue.

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Grade 4 • Cluster 7 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem supports best."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The poem says a legacy is not finished at the beginning. It can grow as people understand it."

▶ *Students choose privately, then explain which words support the correct choice.*

ANSWER KEY: C. A legacy may grow with time.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words for the correct choice.

COMMON MISCONCEPTION

Students may pick an answer that says every old idea should return.

POSSIBLE STUDENT QUESTION

How do I compare two answers? Ask which answer the poem proves more clearly.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the best supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask which word rules out the idea that a legacy finishes immediately.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the speaker values careful choices?** Explain how it proves the inference.

"We study evidence, compare, And listen to the voices there."

I CAN | I can explain how exact words from the poem prove an inference about the speaker.

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Grade 4 · Cluster 7 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must do more than sound related. It must prove the idea in the question."

▶ *Students copy the detail and finish: This proves the speaker values careful choices because...*

ANSWER KEY: Study evidence, compare, and listen show careful decision making.

CHECK FOR UNDERSTANDING

Ask a student to finish the sentence:
This proves careful choices because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why do I need to explain how? The explanation connects the words to the inference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask which other line shows the speaker wants people to question the past.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Which inference about the speaker is best supported by the poem?** Write your own inference and one piece of proof.

"The past can offer us a map, But we decide the forward path."

I CAN | I can make my own inference about the speaker and explain how the poem supports it.

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Grade 4 · Cluster 7 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and support it with proof."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The poem gives the past a helpful job, but the speaker says people still decide where to go."

▶ *Students write one inference and copy one exact proof sentence or phrase.*

ANSWER KEY: The past can guide us, but people choose the future.

CHECK FOR UNDERSTANDING

Ask a student to read the proof and explain the connection.

COMMON MISCONCEPTION

Students may write that the past controls the future. The poem says we decide the forward path.

POSSIBLE STUDENT QUESTION

How can the past be a map? It can guide us without making every choice for us.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what choice the speaker wants readers to make about old customs.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer by using a sentence that disproves it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **People should preserve every tradition from the past.** Explain why it is a trap and name the trap.

"Not everything that's passed along Deserves to stay because it's long."

I CAN | I can name the trap and explain why the poem does not support the wrong answer.

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Grade 4 · Cluster 7 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer by using a sentence that disproves it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer takes the idea of carrying things forward too far. The poem also says people should question and change."

▶ *Students name the trap, copy the sentence, and explain why every tradition is too much.*

ANSWER KEY: Overstated from a small detail. Not everything passed along deserves to stay.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that disprove every tradition.

COMMON MISCONCEPTION

Students may accept the answer because the poem discusses carrying things forward.

POSSIBLE STUDENT QUESTION

Why is this overstated? It changes a careful idea into a rule about every tradition.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a trap answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a smaller, supported inference about tradition.

Make an inference on your own.

Go back to the poem. What does the speaker believe people should do with the past? Write an inference and copy one sentence that proves it.

Go back to the reading.
What does the speaker believe people should do with the past?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the speaker and support it with exact evidence.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE question, learn, and change our mind.

These words show that the speaker thinks people should question ideas before carrying them forward.

CHOOSE C. A legacy may grow with time. The poem says a legacy is not finished at its opening and may expand later. A is an Opposite trap. B is an Overstated from a small detail trap.

SHOW The detail says people study evidence, compare, and listen. This proves the speaker values careful choices instead of accepting everything blindly.

OWN The speaker believes the past can guide people, but people must choose their future. Proof: The past can offer us a map, But we decide the forward path.

DEFEND Overstated from a small detail. The poem says not everything passed along deserves to stay, so the speaker does not support preserving every tradition.

YOUR TURN Answers vary. One example: People should keep what is wise and repair what is wrong. Proof: We keep what's wise, repair what's wrong, and add our voices to the song.

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Grade 4 · Cluster 7 · Inferencing

TEKS 4.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The past can offer us a map, But we decide the forward path. We keep what's wise, repair what's wrong, and add our voices to the song.”

Which inference about the speaker is best supported by the excerpt?

- A** The speaker believes every wise idea should last forever.
- B** The speaker believes the past controls every future choice.
- C** The speaker believes people should forget all history.
- D** The speaker believes people should shape the future wisely.

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Grade 4 · Cluster 7 · Inference

TEKS 4.6(F) · Inference · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats one idea from the excerpt but changes the speaker's careful message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is D.

The speaker believes every wise idea should last forever.

- A** Overstated from a small detail trap. The excerpt says to keep what is wise, not that every wise idea should last forever.

The speaker believes the past controls every future choice.

- B** Opposite trap. The excerpt says people decide the forward path.

The speaker believes people should forget all history.

- C** Opposite trap. The speaker calls the past a map and says to keep what is wise.

The speaker believes people should shape the future wisely. Correct.

- D** The speaker says the past can guide people, but people decide the path and choose what to keep or repair.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues from the passage to make a smart inference.

I can connect place, resources, and choices to explain how societies develop.

I can check each answer for a trap that is too broad, opposite, or unsupported.

THIS WEEK'S FOCUS

Inferencing

from “What Shapes a Society? Place, Resources, and Connection”

Inferring from a central question: An inference is an idea the passage supports even when it does not say the idea directly. STAAR asks: **What can the reader infer about how place shapes a society?** This week we will watch for **Overgeneralization, too broad, Not in the text, and Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 8 • Inferencing

TEKS 4.6(F) • Inferencing • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are inferring from a central question about how place shapes a society. An inference is an idea the passage supports with clues.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose a supported idea, show the evidence, own an inference, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 1 . a class or student copy of "What Shapes a Society? Place, Resources, and Connection" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why place can influence a society without controlling every choice.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about how place shapes society."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how place shapes a society?** Find the clue words.

"However, geography can create opportunities and challenges that influence how a society develops."

I CAN | I can notice exact words that support an inference about place and society.

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Grade 4 · Cluster 8 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a clue about how place shapes society."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The place does not control everything. It creates chances and problems that influence people."

▶ Read the sentence twice. Students underline opportunities, challenges, and influence.

ANSWER KEY: Place creates opportunities and challenges that influence how a society develops.

CHECK FOR UNDERSTANDING

Ask students which words show that geography has an effect.

COMMON MISCONCEPTION

Students may think geography decides everything. The passage says people still make choices.

POSSIBLE STUDENT QUESTION

Does place control every decision?
No. It influences choices, but people still decide.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of opportunities or challenges a place might create.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the passage proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how place shapes a society?** Pick the answer the passage proves.

"The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel."

- A** Place influences many parts of society • **B** Place controls every decision people make • **C** Place has no effect on society

I CAN | I can choose the inference that best connects place to several parts of society.

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Grade 4 · Cluster 8 · Inference · Tuesday

TEKS 4.6(F) · Inference · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the passage proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the choice that matches several details, not just one word."

▶ *Students choose privately. Then partners explain which words support the choice.*

ANSWER KEY: A. Place influences many parts of society.

CHECK FOR UNDERSTANDING

Ask students which details show more than one effect of location.

COMMON MISCONCEPTION

Students may choose that place controls everything. That is the Overgeneralization, too broad trap.

POSSIBLE STUDENT QUESTION

Why is one detail not enough? The best inference connects the main idea to several clues.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the details work together to show that place affects many parts of society.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that people adapt to their place?** Explain how it proves the inference.

"The land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available."

I CAN | I can explain how people use choices to respond to the place around them.

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Grade 4 · Cluster 8 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Strong evidence names both the place and the people's decision."

▶ *Have students circle understand and decide, then complete: This proves people adapt because...*

ANSWER KEY: People study the environment and decide how to use its resources.

CHECK FOR UNDERSTANDING

Ask students to explain why decide is an important clue.

COMMON MISCONCEPTION

Students may say only that East Texas had resources. They must explain what people did with them.

POSSIBLE STUDENT QUESTION

Why does the sentence mention decisions? It shows people help shape what happens in a place.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the Caddo used the environment in the sentence before this one.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how climate affects people's choices?** Write your inference and one piece of proof.

"People cannot control every part of climate, but they can study it and make decisions based on what they learn."

I CAN | I can explain how climate creates a challenge that people answer with choices.

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Grade 4 · Cluster 8 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the sentence, and your proof must show how climate affects decisions."

▶ *Students write an inference and copy one exact proof sentence.*

ANSWER KEY: Climate affects people's choices, but people can respond by studying it and making decisions.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof.

COMMON MISCONCEPTION

Students may write that people control climate. The text says they cannot control every part of it.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Check that the text gives a clue for every part of your idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what choice a farmer might make after studying climate.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Place controls everything people do.** Explain why it is a trap and name the trap.

"The land around them does not decide everything that will happen."

I CAN | I can use exact evidence to explain why an answer is too broad.

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Grade 4 · Cluster 8 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer stretches one true idea too far. Place matters, but it does not control everything."

▶ *Students write the trap name and copy the sentence that disproves the answer.*

ANSWER KEY: Overgeneralization, too broad. Place does not control everything.

CHECK FOR UNDERSTANDING

Ask students to name the trap and explain what the text says instead.

COMMON MISCONCEPTION

Students may accept the answer because geography influences society. Influence is not the same as control.

POSSIBLE STUDENT QUESTION

Why is this answer too broad? It claims that place controls every action, which the text rejects.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it becomes accurate.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how connections change societies? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how connections change societies?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about connections and prove it with text evidence.

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Grade 4 · Cluster 8 · Inferencing

TEKS 4.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference, then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The words opportunities, challenges, and influence show that place can affect how a society develops.

CHOOSE A. Place influences many parts of society. The sentence names food, homes, work, resources, and travel as effects of location. B is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW The detail says people understood the environment and decided how to use it. This proves they adapted to their place instead of simply being controlled by it.

OWN Climate affects people's choices, but people can respond by studying it. Proof: People can study climate and make decisions based on what they learn.

DEFEND Overgeneralization, too broad. The passage says place does not control everything, and people still make choices.

YOUR TURN Answers vary. One example: Connections can spread ideas and change communities. Proof: When people meet, they may also exchange language, knowledge, technology, beliefs, customs, art, and ideas.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The land around them does not decide everything that will happen. People still make choices, solve problems, create new ideas, and change their surroundings.”

What can the reader infer about how place shapes a society?

- A** Place controls every choice a society makes.
- B** Place influences society, but people still make choices.
- C** Place has no effect on how societies develop.
- D** Place affects the games people play in a society.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A wrong answer may be too broad, the opposite of the text, or an idea the text does not support.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A Place controls every choice a society makes.**
Overgeneralization, too broad trap. The excerpt says the land does not decide everything.
- B Place influences society, but people still make choices. Correct.**
The excerpt says the land does not decide everything, while people make choices and change their surroundings.
- C Place has no effect on how societies develop.**
Opposite trap. The passage explains that geography influences how a society develops.
- D Place affects the games people play in a society.**
Not in the text trap. The passage does not mention place affecting games.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 33 of 36 · Cluster 8 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect clues from different sections to make a strong inference.

I can use evidence to explain how people and communities affect one another.

I can check choices for traps that describe only one section.

THIS WEEK'S FOCUS

Inferencing

from “What Shapes a Society? Ideas, Choices, and Culture”

Week focus: **Inferring across sections**. An **inference across sections** is an idea I build by connecting clues from more than one part of the passage. STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Watch for **Describes one section only**, **Too broad**, **Opposite**, and **Too narrow**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 8 • Inferencing

TEKS 4.6(F) • Inferencing • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to connect clues from different sections to make one strong inference.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice the STAAR question about connected communities and defend our answers against traps that describe only one section.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 2 . a class or student copy of "What Shapes a Society? Ideas, Choices, and Culture" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference across sections needs clues from more than one part of the passage.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about connected communities."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Find the clue words.

"To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward."

I CAN | I can notice words that show how people and their choices connect across time.

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Grade 4 · Cluster 8 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about connected communities."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for words that link people, actions, and time. The author says we must study more than location."

▶ Read the sentence twice. Students underline not only, but also, and passed forward.

ANSWER KEY: The clue words show connections across places, actions, and time.

CHECK FOR UNDERSTANDING

Ask: Which words show that one part is not enough to understand change?

COMMON MISCONCEPTION

Students may underline only where people lived. The sentence says we must study more than location.

POSSIBLE STUDENT QUESTION

Why do we need clues from more than one section? Connected ideas can explain a bigger pattern.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding connection clues. Keep the demand at this level.

RAISE THE THINKING

Ask what bigger idea these clue words support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by connected clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Pick the answer the text proves.

"These examples are different, but they share something important."

A Ideas about laws can change governments • **B** Communities shape one another over time • **C** Every choice changes every community forever

I CAN | I can connect examples from different sections and avoid a one-section trap.

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Grade 4 • Cluster 8 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference supported by connected clues."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The best answer should fit more than one example. Check whether it connects ideas across the passage."

▶ Students choose privately, then explain which sections support the answer.

ANSWER KEY: B. Communities shape one another over time.

CHECK FOR UNDERSTANDING

Ask which words show that different examples can share a pattern.

COMMON MISCONCEPTION

Students may choose an answer about only the Magna Carta. That describes one section only.

POSSIBLE STUDENT QUESTION

How can I spot a one-section answer?
Ask whether another section also proves it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a connected inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to name two sections that support the same idea.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that communities are connected across generations?** Explain how it proves the inference.

"And every generation receives something from the generations that came before it."

I CAN | I can explain how evidence from the passage supports a connection across generations.

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Grade 4 · Cluster 8 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just repeat the detail. Explain how it proves the bigger idea."

▶ *Students write the detail and finish: This proves communities are connected because...*

ANSWER KEY: Each generation receives something from earlier generations, showing a lasting connection.

CHECK FOR UNDERSTANDING

Ask a student to explain the word receives in this sentence.

COMMON MISCONCEPTION

Students may choose a detail about one leader only. The strongest evidence shows a connection across generations.

POSSIBLE STUDENT QUESTION

Why is this stronger than a detail about Mansa Musa? It includes every generation.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves a connection. Keep the demand at this level.

RAISE THE THINKING

Ask what later generations might receive besides objects.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Write your inference and one piece of proof.

"No single person shapes a society alone."

I CAN | I can combine clues from different sections to explain how communities are connected.

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Grade 4 · Cluster 8 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go beyond one fact, but every part must be supported by the passage."

▶ *Students write an inference and copy one exact proof sentence.*

ANSWER KEY: Many people and choices shape communities over time. Proof: Societies are shaped by many people acting over time.

CHECK FOR UNDERSTANDING

Ask students to circle the words in their proof that show connection.

COMMON MISCONCEPTION

Students may write that one famous leader changed everything. The passage says no single person shapes a society alone.

POSSIBLE STUDENT QUESTION

Can my inference mention leaders? Yes, if you connect their actions to other people or later generations.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the inference changes if we read only one section.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a one-section trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Connected communities are shaped mainly by Mansa Musa's leadership.** Explain why it is a trap and name the trap.

"No single person shapes a society alone."

I CAN | I can use evidence to explain why an answer about only one section is incomplete.

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Grade 4 · Cluster 8 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a one-section trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer uses a real example, but it ignores the rest of the passage."

▶ Students name the trap and use the sentence to disprove the answer.

ANSWER KEY: Describes one section only. The passage says no single person shapes a society alone.

CHECK FOR UNDERSTANDING

Ask: Which words show that Mansa Musa is not the whole answer?

COMMON MISCONCEPTION

Students may accept the answer because Mansa Musa did shape Mali. The question asks about connected communities across the passage.

POSSIBLE STUDENT QUESTION

Can a true detail still be a trap? Yes. It may describe only one section and miss the bigger inference.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a one-section answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a second section that the wrong answer ignores.

Make an inference on your own.

Go back to the reading. Answer: Based on both sections, what can the reader infer about connected communities? Copy one sentence that proves it.

Go back to the reading.
Based on both sections, what can the reader
infer about connected communities?
Write your inference. Then copy one
sentence that proves it.

I CAN | I can connect clues from different sections and prove my inference with text evidence.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Connect clues from both sections, then prove your inference with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The words not only, but also, and passed forward show that we need more than one kind of clue and that the past can affect later generations.

CHOOSE B. Communities shape one another over time. The passage shows that ideas, leadership, culture, and choices create effects that continue across generations. A is a Describes one section only trap. C is a Too broad trap.

SHOW The detail says each generation receives something from earlier generations. This proves that communities can stay connected through what people leave behind.

OWN Communities are shaped by many people and choices over time. Proof: Societies are shaped by many people acting over time.

DEFEND Describes one section only. Mansa Musa's leadership is one example, but the passage says no single person shapes a society alone.

YOUR TURN Answers vary. One example: Communities are shaped by many people and choices over time. Proof: Societies are shaped by many people acting over time.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·**Review the Answers** ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Together, those forces create history. And every generation receives something from the generations that came before it.”

Based on both sections, what can the reader infer about connected communities?

- A** Mansa Musa's leadership changed Mali's history
- B** Every community keeps all old ideas unchanged
- C** Connected communities shape one another over time.
- D** Communities are connected only by geography

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the Mansa Musa answer because it matches one example instead of the larger pattern.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is C.

Mansa Musa's leadership changed Mali's history

- A** This choice names one example from the Mansa Musa section. It does not use the bigger pattern across communities and generations.

Every community keeps all old ideas unchanged

- B** This choice goes against the passage. People in the Renaissance did not keep old ideas unchanged. They used old knowledge to create something new.

Connected communities shape one another over time. **Correct.**

- C** The excerpt shows that different forces together create history and that each generation receives something from earlier generations. This supports the inference that communities can shape one another over time.

Communities are connected only by geography

- D** This choice names only geography, but the passage also says ideas, choices, culture, leadership, and action shape societies.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 34 of 36 · Cluster 8 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use objects and other sources as clues about the past.

I can make an inference by combining text evidence with what I know.

I can check that my inference is supported and does not go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “The Evidence Room: What Did They Leave Behind?”

Inferencing from historical evidence means using clues from objects and other sources. An **inference** is an idea the evidence supports, even when the author does not say it directly. STAAR asks: **What can the reader infer about people from the objects they left behind?** Our featured trap is **Goes beyond the text**. We will also watch for **Misreads a detail** and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 8 • Inferencing

TEKS 4.6(F) • Inferencing • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we are learning about inferring from historical evidence. We will use objects and other sources to understand people from the past.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will practice noticing clues, choosing an inference, showing proof, owning our thinking, and defending against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 3 . a class or student copy of "The Evidence Room: What Did They Leave Behind?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an object can give clues about people from the past.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words in evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Caddo people from this object?** Find the clue words.

"The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship."

I CAN | I can notice exact words that support an inference about people.

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Grade 4 · Cluster 8 · Inference · Monday

TEKS 4.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words in evidence."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for words that tell what the object reveals about people."

▶ *Read the sentence twice. Students underline skilled forms of art and craftsmanship.*

ANSWER KEY: The clue words are skilled forms of art and craftsmanship.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show a skill.

COMMON MISCONCEPTION

Students may name the bowl but miss what it reveals about the people.

POSSIBLE STUDENT QUESTION

Why is skill an inference? The text uses the bowl as evidence of what people could do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding evidence clues. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail could help researchers study Caddo life.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the evidence supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Caddo people from the pottery?** Pick the answer the text proves.

"They farmed, built homes, created pottery, and traded with other communities."

A Caddo people had skills and connections with others. • **B** Caddo people lived in every region of Texas. • **C** Caddo people showed every part of culture.

I CAN | I can choose the best inference and avoid answers the text does not prove.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Inferencing · Tuesday

TEKS 4.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the evidence supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best answer combines what the object shows with what the passage says about Caddo life."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: A. Caddo people had skills and connections with others.

CHECK FOR UNDERSTANDING

Ask a student which words prove the correct inference.

COMMON MISCONCEPTION

Students may choose an answer that claims too much about where Caddo people lived or what one object can show.

POSSIBLE STUDENT QUESTION

What makes an inference strong? The text gives clues that support it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what the pottery might show about connections between communities.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that** Caddo people were connected to other communities? Explain how it proves it.

"They farmed, built homes, created pottery, and traded with other communities."

I CAN | I can explain how exact evidence proves an inference about people.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just copy a detail. Tell how the detail proves the idea."

▶ *Have students underline traded with other communities and complete: This proves connection because...*

ANSWER KEY: traded with other communities shows connection.

CHECK FOR UNDERSTANDING

Ask a student to explain why trading means connection.

COMMON MISCONCEPTION

Students may choose farmed or built homes. Those details do not best prove connections.

POSSIBLE STUDENT QUESTION

Why does trade show connection?
People exchange goods or ideas with other communities.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask how rivers may have helped those connections.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Caddo people from the bowl?** Write your inference and one piece of proof.

"The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship."

I CAN | I can make a careful inference and support it with exact text evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and proof."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the sentence, but the proof must keep it grounded."

▶ *Students write an inference about Caddo people and copy one supporting sentence.*

ANSWER KEY: The bowl gives evidence of skilled art and craftsmanship.

CHECK FOR UNDERSTANDING

Ask students to read their inference and point to their proof.

COMMON MISCONCEPTION

Students may claim the bowl tells everything about Caddo people.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Use only ideas supported by the evidence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what other evidence researchers need and why.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The bowl tells us every part of Caddo culture.** Explain why it is a trap and name the trap.

"The bowl cannot explain every part of Caddo culture."

I CAN | I can name a trap and use the passage to prove why it fails.

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Grade 4 · Cluster 8 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer with text evidence."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer sounds confident, but it claims more than one bowl can prove."

▶ *Students write the trap name and copy the sentence that disproves the answer.*

ANSWER KEY: Goes beyond the text. The bowl cannot explain every part of Caddo culture.

CHECK FOR UNDERSTANDING

Ask which exact words show the answer goes too far.

COMMON MISCONCEPTION

Students may accept the answer because the bowl is real evidence. Evidence still has limits.

POSSIBLE STUDENT QUESTION

Why is this not just a wrong detail? It adds a claim the passage says the bowl cannot prove.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the trap into a supported inference.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about people from the objects they left behind? Copy one sentence that proves your inference.

Go back to the reading.
What can the reader infer about people from the objects they left behind?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about people and prove it with a sentence from the text.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make an inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE skilled forms of art and craftsmanship + the bowl provides evidence of Caddo people's pottery skills

CHOOSE A. Caddo people had skills and connections with others. The passage says Caddo people created pottery and traded with other communities. Those clues support skills and connections. B is a Too broad trap. C is a Goes beyond the text trap.

SHOW The words traded with other communities support the inference because they show Caddo people connected with groups outside their own community.

OWN Caddo people developed skilled art and craftsmanship. Proof: The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.

DEFEND Goes beyond the text. The passage says the bowl cannot explain every part of Caddo culture, so the answer claims more than the evidence supports.

YOUR TURN Answers vary. One example: Caddo people developed skilled art and craftsmanship. Proof: The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.”

What can the reader infer about Caddo people from the pottery?

- A** Caddo people showed every part of Caddo culture.
- B** Caddo people developed skilled art and craftsmanship.
- C** Caddo people lacked skilled art and craftsmanship.
- D** Caddo people made pottery with no decoration.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

The wrong choices either claim too much, reverse the evidence, or misread the bowl's decoration.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A Caddo people showed every part of Caddo culture.**
Goes beyond the text trap. The passage says one bowl cannot explain every part of Caddo culture.
- B Caddo people developed skilled art and craftsmanship. Correct.**
The pottery provides evidence that Caddo people developed skilled forms of art and craftsmanship.
- C Caddo people lacked skilled art and craftsmanship.**
Opposite trap. The passage says Caddo people developed skilled forms of art and craftsmanship.
- D Caddo people made pottery with no decoration.**
Misreads a detail trap. The passage describes a decorated pottery bowl.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a thoughtful inference about why societies change.

I can connect clues from different exhibits to build a stronger idea.

I can defend my inference with exact evidence from the text.

THIS WEEK'S FOCUS

Inferencing

from “The Evidence Room: What Did They Leave Behind?”

Week focus: **Defending inferences, synthesis.** An **inference** is an idea the text supports, even when the author does not say it directly. STAAR asks: **Short response: What can the reader infer about why societies change? Use evidence from the text.** This week we will watch for **Unsupported claim with no evidence, Opposite, and Too broad.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 8 • Inferencing

TEKS 4.6(F) • Inferencing • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week's focus is defending inferences and synthesis about why societies change. We will connect clues from several museum exhibits.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice a clue, choose an inference, show proof, own our thinking, and defend against a trap answer.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 4 . a class or student copy of "The Evidence Room: What Did They Leave Behind?" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a strong inference needs evidence from the text.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about change."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why societies change?** Find the clue words about connections and change.

"Connections between communities can create change."

I CAN | I can notice clue words that help me infer why societies change.

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Grade 4 · Cluster 8 · Inferencing · Monday

TEKS 4.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about change."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The sentence gives us a cause and an effect. Connections are the cause. Change is the effect."

▶ *Read the sentence twice. Students underline connections between communities and create change.*

ANSWER KEY: Connections between communities can create change.

CHECK FOR UNDERSTANDING

Ask students to point to the words that name the cause.

COMMON MISCONCEPTION

Students may focus only on change and miss what causes it.

POSSIBLE STUDENT QUESTION

Why do connections matter? They can bring new ideas, goods, and ways of living.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the cause-and-effect clue. Keep the demand at this level.

RAISE THE THINKING

Ask what kinds of connections the exhibits show.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why societies change?** Pick the choice the exhibits support.

"Each source gives us one piece. Researchers build stronger explanations when they connect the pieces."

A Geography alone explains every reason societies change • **B** Ideas never influence people after they appear • **C** Connections and ideas can create social change

I CAN | I can compare clues from several exhibits before choosing an inference.

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Grade 4 • Cluster 8 • Inferencing • Tuesday

TEKS 4.6(F) • Inferencing • Week 36 of 36 • Cluster 8 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference the text proves."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The best answer must connect several pieces of evidence. It cannot come from just one word."

▶ Students choose privately, then explain which exhibits support their choice.

ANSWER KEY: C. Connections and ideas can create social change.

CHECK FOR UNDERSTANDING

Ask students to name two exhibits that support the correct choice.

COMMON MISCONCEPTION

Students may choose a detail about only one exhibit instead of a synthesis.

POSSIBLE STUDENT QUESTION

What does connect the pieces mean? It means using clues from more than one source.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported synthesis. Keep the demand at this level.

RAISE THE THINKING

Ask which two exhibits give the strongest support.

TODAY'S THINKING JOB

SHOW

"I can show how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that ideas can change societies?** Explain how the detail proves it.

"The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law."

I CAN | I can explain how a specific detail proves that ideas can change society.

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Grade 4 · Cluster 8 · Inferencing · Wednesday

TEKS 4.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how evidence supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just repeat the detail. Explain how the detail supports the bigger idea."

▶ *Students underline limits on the king's power and subject to law, then add because.*

ANSWER KEY: The document strengthened the idea that rulers should be subject to law.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports the inference because...

COMMON MISCONCEPTION

Students may say only that the document was old. That does not explain its effect.

POSSIBLE STUDENT QUESTION

Why is this stronger than saying the document was written in England? It shows what the idea changed.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the idea might influence people later.

TODAY'S THINKING JOB

OWN

"I can write my own inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Short response:** What can the reader infer about why societies change? Use evidence from the text. Write your inference and use two pieces of proof.

"Researchers build stronger explanations when they connect the pieces."

I CAN | I can synthesize clues from different exhibits to explain why societies change.

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Grade 4 · Cluster 8 · Inferencing · Thursday

TEKS 4.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A strong response makes one big idea and supports it with more than one exhibit."

▶ *Students write an inference, then cite one connection clue and one idea clue.*

ANSWER KEY: Connections and ideas can cause societies to change.

CHECK FOR UNDERSTANDING

Ask a student to read the two proof details aloud.

COMMON MISCONCEPTION

Students may list exhibits without explaining the shared idea.

POSSIBLE STUDENT QUESTION

How do I know my inference is too broad? Check whether the text gives proof for every part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about synthesizing two pieces of evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a third exhibit that fits their inference.

TODAY'S THINKING JOB

DEFEND

"I can defend an inference with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Societies change because people always make the same choices.** Explain why it is a trap and name the trap.

"Does geography control what people do, or does it create possibilities from which people make choices?"

I CAN | I can name an unsupported claim and use the text to reject it.

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Grade 4 · Cluster 8 · Inferencing · Friday

TEKS 4.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an inference with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer sounds general, but the passage gives no proof that people always make the same choices."

▶ Students write the trap name and copy the words that show people make choices.

ANSWER KEY: Unsupported claim with no evidence. The passage says people make choices from possibilities.

CHECK FOR UNDERSTANDING

Ask students to point to the words that disprove the wrong answer.

COMMON MISCONCEPTION

Students may accept the answer because the passage discusses geography and choices.

POSSIBLE STUDENT QUESTION

Why is this an unsupported claim? The passage gives no evidence that people always make the same choices.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about rejecting an unsupported claim. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another unsupported claim about the exhibits.

Make a synthesis inference.

Go back to the reading. Answer this question: Short response: What can the reader infer about why societies change? Use evidence from the text. Write your inference and copy two sentences that prove it.

Go back to the reading.

Short response: What can the reader infer about why societies change? Use evidence from the text. Write one inference. Then copy two sentences that prove it.

I CAN | I can connect evidence from different exhibits to defend an inference.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make one big idea, then connect two exact pieces of evidence to defend it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Connections between communities can create change.** These words show that contact between communities can lead to change.

CHOOSE C. Connections and ideas can create social change. Claim B says connections between communities can create change, and Claim C says ideas can influence people later. A is a Too broad trap. B is an Opposite trap.

SHOW **The document strengthened the idea that rulers should also be subject to law.** This supports the inference because ideas can influence how people understand power.

OWN **Societies change when communities connect and ideas influence people.** Proof includes that gold, salt, cloth, tools, books, and other goods moved between communities, and that the Magna Carta strengthened the idea that rulers should also be subject to law.

DEFEND **Unsupported claim with no evidence.** The passage gives no evidence that people always make the same choices. It says geography creates possibilities from which people make choices.

YOUR TURN **Answers vary.** One example: Societies change when communities connect and ideas influence people. Proof: Connections between communities can create change. Ideas can influence people long after they first appear.

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Grade 4 · Cluster 8 · Inferencing

TEKS 4.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Claim B Connections between communities can create change. Claim C Ideas can influence people long after they first appear.”

What can the reader infer about why societies change based on the excerpt?

- A** Societies change only when people move away.
- B** Ideas cannot influence people after they appear.
- C** Every source explains the whole story of the past.
- D** Connections and ideas can help societies change.

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Grade 4 · Cluster 8 · Inference

TEKS 4.6(F) · Inference · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds like a general statement about how societies change.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

Societies change only when people move away.

- A** Unsupported claim with no evidence trap. The excerpt mentions connections and ideas, but gives no evidence that people must move away.

Ideas cannot influence people after they appear.

- B** Opposite trap. The excerpt says ideas can influence people long after they appear.

Every source explains the whole story of the past.

- C** Too broad trap. The passage says one source rarely tells the whole story, so no single source explains the whole past.

Connections and ideas can help societies change. Correct.

- D** The excerpt connects community connections and lasting ideas to change.

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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.