

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about, in a word or two.

The theme is the lesson or message the story teaches, in a full sentence.

A theme must fit the whole story, not just one event.

THIS WEEK'S FOCUS

Theme

from “Dream”

A **topic** is one or two words, like a march or a dream.

A **theme** is a lesson that fits the whole story, like

fairness should belong to everyone. STAAR asks:

Is the march the topic or the theme of the story?

Traps this week: **Topic word, not theme, Too narrow, and Too broad.**

This deck teaches **finding theme 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 separate a story's topic from its theme. The topic is what happens or what the story is about. The theme is the lesson.”

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

“We will practice proving a theme with details and spotting answers that name only the event.”

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

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

CHECK FOR UNDERSTANDING

Ask for a topic and a theme from a familiar story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a topic and look for a bigger lesson."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the topic.

Read the line. Is **the march** a topic or a theme? Look for the bigger lesson behind the event.

"Everywhere I looked, people stood shoulder to shoulder."

I CAN | I can tell what the story is about from what it teaches.

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Grade 4 · Prepare Cluster · Theme · Monday

TEKS 4.8(A) · Theme · 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 a topic and look for a bigger lesson."

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

"A topic names the subject. A theme tells what the story teaches about that subject."

▶ Students write *TOPIC*: the march and circle words that hint at a lesson.

ANSWER KEY: The march is a topic. Standing shoulder to shoulder hints at people joining together.

CHECK FOR UNDERSTANDING

Ask a student to name the story's topic in one or two words.

COMMON MISCONCEPTION

Students may call the event a theme. Remind them that a theme is a full life lesson.

POSSIBLE STUDENT QUESTION

Can the march be the theme? No. It is an event, not a lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about telling topic from theme. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson the crowd may help the narrator understand.

TODAY'S THINKING JOB

CHOOSE

"I can choose a full-sentence theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme.

STAAR asks: **Is the march the topic or the theme of the story?** Choose the best answer.

"I imagined schools where every child was welcomed."

A The march • **B** Fairness should include everyone • **C** A hot August day

I CAN | I can skip a topic word and choose a lesson that fits the whole story.

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Grade 4 · Prepare Cluster · Theme · Tuesday

TEKS 4.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose a full-sentence theme."

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

"A theme reaches beyond the story. Which choice gives people a lesson to use in life?"

▶ Students choose privately, then label one wrong choice with its trap name.

ANSWER KEY: B. Fairness should include everyone.

CHECK FOR UNDERSTANDING

Ask why A is not a theme.

COMMON MISCONCEPTION

Students may choose A because the march is important. Important does not make an event a theme.

POSSIBLE STUDENT QUESTION

What makes B a theme? It is a complete lesson about fairness.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a global theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to say B in their own words.

TODAY'S THINKING JOB

SHOW

"I can show how details support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme with evidence.

How does the story support the theme that fairness should include everyone? Name two details.

"His voice was strong and steady."

I CAN | I can use more than one detail to prove the lesson.

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Grade 4 · Prepare Cluster · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 details support a theme."

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

"A strong answer connects the theme to details from different parts of the story."

▶ Students name two details and explain how each supports the fairness theme.

ANSWER KEY: Mama's words and the narrator's imagined schools support fairness for everyone.

CHECK FOR UNDERSTANDING

Ask for one detail from near the beginning and one from near the end.

COMMON MISCONCEPTION

Students may repeat the theme without evidence. Ask, What line proves that?

POSSIBLE STUDENT QUESTION

Do two details help? Yes. They show the lesson across the story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which detail shows the narrator personally understands the lesson.

TODAY'S THINKING JOB

OWN

"I can write a theme in my own words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the lesson.

Write a theme for the whole story in a full sentence. Do not name the march or a character.

"I imagined neighborhoods where people were judged by their kindness instead of the color of their skin."

I CAN | I can write a life lesson that fits the whole story.

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Grade 4 · Prepare Cluster · Theme · Thursday

TEKS 4.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme in my own words."

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

"Use the story's topic, then turn its message into a lesson for life."

▶ Students write one global theme on the OWN row and underline the lesson words.

ANSWER KEY: Example: People should judge others by their character, not by their differences.

CHECK FOR UNDERSTANDING

Ask a student why the theme fits more than one scene.

COMMON MISCONCEPTION

Students may summarize the speech. A summary tells events, while a theme tells the lesson.

POSSIBLE STUDENT QUESTION

Does a theme name one character? No. It should apply beyond this story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme independently. Keep the demand at this level.

RAISE THE THINKING

Ask students how the theme could guide a choice at school.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with text evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **The crowd waited near the Lincoln Memorial.** Explain why it is wrong and name the trap.

"It was not only about grown-ups or laws or things that had happened before I was born."

I CAN | I can explain why a trap does not express the whole lesson.

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Grade 4 · Prepare Cluster · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme with text evidence."

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

"A topic trap may be true, but it does not teach a lesson."

▶ Students name the trap and replace the setting statement with a full theme.

ANSWER KEY: Topic word, not theme. It tells where people waited, not what the story teaches.

CHECK FOR UNDERSTANDING

Ask students to point to a line that shows a bigger message.

COMMON MISCONCEPTION

Students may accept the trap because the setting is in the passage. Passage words still need to answer the question.

POSSIBLE STUDENT QUESTION

Why is a true detail still a trap? It does not state the story's life lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to repair the trap into a global theme.

Find the theme on your own.

Go back to the passage. Write the topic in one or two words. Then write a full-sentence theme and copy one line that supports it.

Go back to the reading.
Write the topic in one or two words.
Write the theme in a full sentence and copy one supporting line.

I CAN | I can tell the topic from the theme and prove the theme with a line from the text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Name the topic first. Then write a life lesson and prove it with a line."

▶ 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 march is a topic or event. The crowd standing together hints at a lesson about people working toward fairness.

CHOOSE B. Fairness should include everyone. A is Topic word, not theme. C is Too narrow because it names one detail.

SHOW Mama says people want America to be fair, and the narrator imagines every child welcomed. These details support fairness for everyone.

OWN Answers vary. Example: People should judge others by their character, not by their differences.

DEFEND Topic word, not theme. The answer gives a setting and event, not a life lesson. The story reaches toward fairness and hope for all people.

YOUR TURN Answers vary. Topic: fairness. Theme: Fairness should belong to everyone. Line: I imagined schools where every child was welcomed.

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.

“‘Because they want America to be fair for everyone,’ she said. ... I thought for a moment. ‘That a dream can belong to everyone,’ I said.”

Which statement best describes a theme of the story?

A The march near the Lincoln Memorial

B People should work toward fairness for everyone

C The narrator's feet hurt

D The speech happened in August

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the march is an important part of the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is B.

- A The march near the Lincoln Memorial**
Topic word, not theme. It names the event and setting, not a life lesson.
- B People should work toward fairness for everyone Correct.**
Correct. Mama explains why people came, and the narrator imagines fairness for children.
- C The narrator's feet hurt**
Too narrow. This is one small detail, not a lesson for life.
- D The speech happened in August**
Setting or event, not theme. A time and event do not explain the story's message.

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · 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 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)

"infer basic themes supported by text evidence"

WHAT DOES THIS MEAN TO ME?

A story's theme is a lesson that reaches beyond its events.

The ending often shows what the narrator has learned.

Evidence from the beginning, middle, and ending helps prove the lesson.

THIS WEEK'S FOCUS

Theme*from "Dream"*

The narrator learns a lesson by noticing a crowd, hearing a dream, and deciding to help. STAAR asks: **What lesson does the narrator learn by the end of the story?** Look for a global message, not a setting or event. Traps this week: **Setting or event, not theme, Too narrow, and Topic word, not theme.**

This deck teaches **finding what the narrator learns** 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 use the narrator's change to find theme. What a narrator learns often points to the story's message."

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

"We will read the ending closely and reject answers that only name the setting or event."

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

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

CHECK FOR UNDERSTANDING

Ask what a narrator can reveal about a story's theme.

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 change in the narrator."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the narrator's learning.

Read the line. What does the narrator begin to understand? Look for a lesson, not just the event.

"Even though there were so many people, I did not feel afraid."

I CAN | I can connect the narrator's experiences to a lesson.

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Grade 4 · Prepare Cluster · Theme · Monday

TEKS 4.8(A) · Theme · 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 a change in the narrator."

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

"When a narrator learns something, the ending often reveals the theme."

▶ Students write one feeling from the beginning and one idea the narrator gains later.

ANSWER KEY: The narrator feels part of something important, which prepares the lesson about shared dreams.

CHECK FOR UNDERSTANDING

Ask what changed in the narrator's feelings.

COMMON MISCONCEPTION

Students may name the crowd as the theme. The crowd is an event, not the lesson.

POSSIBLE STUDENT QUESTION

Is feeling safe a complete theme? Not yet. Turn it into a lesson about people or hope.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about tracking a narrator's change. Keep the demand at this level.

RAISE THE THINKING

Ask what later detail confirms the narrator's new understanding.

TODAY'S THINKING JOB

CHOOSE

"I can choose the lesson the narrator learns."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the lesson learned.

STAAR asks: **What lesson does the narrator learn by the end of the story?**

"Big changes can begin with a dream, and even a child can help carry it forward."

A Even young people can help make a fairer future • **B** The day was very hot • **C** The crowd had many people

I CAN | I can use the ending to choose a theme and avoid an event trap.

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Grade 4 • Prepare Cluster • Theme • Tuesday

TEKS 4.8(A) • Theme • 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 lesson the narrator learns."

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

"The narrator says the lesson aloud near the end. Which choice sounds like a message someone could carry forward?"

▶ Students select the answer, then underline the ending evidence that supports it.

ANSWER KEY: A. Even young people can help make a fairer future.

CHECK FOR UNDERSTANDING

Ask why the hot day cannot be the lesson.

COMMON MISCONCEPTION

Students may choose the hot day because it is easy to picture. A setting detail is not automatically a theme.

POSSIBLE STUDENT QUESTION

Where does the narrator state the lesson? Near the end, after thinking about the day.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about finding what the narrator learns. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how the narrator's final words show learning.

TODAY'S THINKING JOB

SHOW

"I can connect a character's learning to evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the learning with evidence.

Explain how the narrator's experiences support the lesson that a dream can belong to everyone.

"I imagined children playing together at recess without anyone being left out."

I CAN | I can explain how details build the narrator's lesson.

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Grade 4 · Prepare Cluster · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 connect a character's learning to evidence."

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

"Use evidence from more than one part to show how the lesson grows."

▶ Students cite one crowd detail and one imagined future detail.

ANSWER KEY: The shared crowd and the welcoming school support a dream for everyone.

CHECK FOR UNDERSTANDING

Ask for evidence from the ending.

COMMON MISCONCEPTION

Students may only say the narrator was at a speech. Push for what the narrator learned.

POSSIBLE STUDENT QUESTION

Why use the ending? It tells what the narrator will remember and carry forward.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a narrator's lesson. Keep the demand at this level.

RAISE THE THINKING

Ask which word in the ending shows the lesson is shared.

TODAY'S THINKING JOB

OWN

"I can write a theme from a narrator's learning."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the lesson.

Write the lesson the narrator learns in a full sentence that could guide people beyond this story.

"I was only eight years old, but that day I learned something I would never forget."

I CAN | I can turn a character's new understanding into a global lesson.

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Grade 4 · Prepare Cluster · Theme · Thursday

TEKS 4.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme from a narrator's learning."

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

"Ask what the narrator's new belief means for people in other situations."

▶ Students write a theme, then check that it does not name the speech or the narrator.

ANSWER KEY: Example: Even young people can help make a fairer future.

CHECK FOR UNDERSTANDING

Ask why the theme applies beyond the story.

COMMON MISCONCEPTION

Students may retell the visit. A retelling is not the lesson learned.

POSSIBLE STUDENT QUESTION

What makes the answer global? It can be true for people in many places.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a learned theme. Keep the demand at this level.

RAISE THE THINKING

Ask how a child could live out this lesson.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme about what a narrator learns."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **The narrator went to hear a speech near a memorial.** Explain why it is a trap.

"I was only eight years old, and I had never seen so many people gathered in one place."

I CAN | I can reject a true event that does not state the story's lesson.

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Grade 4 · Prepare Cluster · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme about what a narrator learns."

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

"A setting or event can be evidence, but it is not the theme itself."

▶ Students name the trap, then rewrite the event as a life lesson.

ANSWER KEY: Setting or event, not theme. The trip is part of the story, not its message.

CHECK FOR UNDERSTANDING

Ask students to point to the final sentence that reveals learning.

COMMON MISCONCEPTION

Students may call the event a theme because it caused the learning. Cause and lesson are different.

POSSIBLE STUDENT QUESTION

How can an event support a theme? It can give evidence without being the lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a narrator-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the event into a lesson about shared hope.

Find the lesson on your own.

Write what the narrator learns in a full-sentence theme. Then copy one line from the ending that supports it.

Go back to the reading.
Write the narrator's lesson in a full sentence.
Copy one ending line that supports it.

I CAN | I can find what a narrator learns and support it with ending evidence.

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.

“Watch the narrator change, then use the ending 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 The narrator changes from feeling unsure to feeling connected and hopeful. That change can point to the story's theme.

CHOOSE A. Even young people can help make a fairer future. B is Setting or event, not theme. C is Too narrow because it names one observation.

SHOW The crowd includes many families, and the narrator imagines children included at school. At the end, the narrator says the dream can belong to everyone.

OWN Answers vary. Example: Even young people can help make a fairer future.

DEFEND Setting or event, not theme. The sentence tells where the narrator went and what happened, but not the lesson the narrator learns.

YOUR TURN Answers vary. Theme: Even young people can help make a fairer future. Line: I think I will try to help it come true.

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.

“What will you remember most about today? ... ‘That a dream can belong to everyone,’ I said. ... Big changes can begin with a dream, and even a child can help carry it forward.”

What lesson does the narrator learn by the end of the story?

A The speech took place at the Lincoln Memorial

B The narrator traveled to a speech

C Crowds can be very large

D Even children can help make a fairer future

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the trip to the speech is easy to remember.

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.

THEME

The answer is D.

- A The speech took place at the Lincoln Memorial**
Setting or event, not theme. It tells where the story happened, not what the narrator learned.
- B The narrator traveled to a speech**
Setting or event, not theme. It tells what happened, not what was learned.
- C Crowds can be very large**
Too narrow. It describes one observation instead of a life lesson.
- D Even children can help make a fairer future **Correct.****
Correct. The narrator learns that a child can help carry a dream forward.

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a complete lesson, not a single topic word.**A strong theme can guide choices in many situations.****Text evidence shows how a story develops its message.**

THIS WEEK'S FOCUS

Theme

from “Serve”

A theme must be written as a full sentence. In Grandpa's story, service means choosing to give and help. STAAR asks: **What theme does the author express through Grandpa's story?** Traps this week: **Topic word, not theme, Too narrow, and Generic moral that fits many stories.**

This deck teaches **writing theme as a full sentence** 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 turn a topic into a full-sentence theme. Grandpa's story gives examples of service, but the theme tells what those examples teach.”

▶ 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 the idea of giving from Kennedy's words to real acts of service and avoid generic morals.”

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

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

CHECK FOR UNDERSTANDING

Ask students to turn the topic service into a lesson sentence.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a clue to theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the message.

Read the line. What topic does Grandpa discuss, and what bigger lesson might it teach?

"He wanted us to consider what we could give."

I CAN | I can turn a topic like service into a full-sentence lesson.

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Grade 4 · Prepare Cluster · Theme · Monday

TEKS 4.8(A) · Theme · 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 a clue to theme."

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

"A topic names an idea. A theme explains what the story teaches about that idea."

▶ Students write TOPIC: service and circle the words that point toward a lesson.

ANSWER KEY: Service is the topic. What we could give hints at a lesson about helping others.

CHECK FOR UNDERSTANDING

Ask what Grandpa wants people to think about.

COMMON MISCONCEPTION

Students may write service as the theme. That is only a topic word.

POSSIBLE STUDENT QUESTION

Why is service not enough? A theme needs a complete message.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about turning a topic into a theme. Keep the demand at this level.

RAISE THE THINKING

Ask for a full sentence about what service teaches.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme written as a sentence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the full-sentence theme.

STAAR asks: **What theme does the author express through Grandpa's story?**

"Service begins whenever you notice someone who needs help and decide to do something."

A Service • **B** Grandpa's interview • **C** Giving to others can make communities better

I CAN | I can reject a topic word and choose a lesson supported by the whole interview.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme written as a sentence."

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

"Which choice teaches something people can use, instead of naming a person, topic, or event?"

▶ Students choose privately and explain why one short answer is not a theme.

ANSWER KEY: C. Giving to others can make communities better.

CHECK FOR UNDERSTANDING

Ask why A is incomplete as a theme.

COMMON MISCONCEPTION

Students may pick A because service is repeated. Repetition can show the topic, not the message.

POSSIBLE STUDENT QUESTION

What does a full sentence do? It tells what the story teaches about service.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a complete theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate C without changing its meaning.

TODAY'S THINKING JOB

SHOW

"I can connect several details to a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme with lines.

How do Grandpa's words support the theme that giving to others can make communities better?

"Serving our country can also mean serving people."

I CAN | I can explain how a speaker's words and actions support the message.

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Grade 4 · Prepare Cluster · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 connect several details to a theme."

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

"Follow the idea from the speech to the examples of people serving."

▶ Students name two details and explain how both show giving to help others.

ANSWER KEY: The call to give, the Peace Corps, and noticing someone in need support the theme.

CHECK FOR UNDERSTANDING

Ask which detail shows service in action.

COMMON MISCONCEPTION

Students may only name Kennedy. Require evidence of what people do with the idea.

POSSIBLE STUDENT QUESTION

Does one historical detail prove the whole theme? It helps, but several details make the proof stronger.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how a theme develops. Keep the demand at this level.

RAISE THE THINKING

Ask what Grandpa says children can do.

TODAY'S THINKING JOB

OWN

"I can write a global theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the theme.

Write the story's theme in a full sentence. Make it a life lesson, not a summary of the interview.

"A better world begins when we ask, What can I give?"

I CAN | I can write a theme that fits Grandpa's history and his advice about children.

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Grade 4 · Prepare Cluster · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a global theme."

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

"Ask what the story's examples teach about choosing to serve."

▶ Students write one theme, then check that it can apply outside the interview.

ANSWER KEY: Example: Serving others begins when people choose to give their time and help.

CHECK FOR UNDERSTANDING

Ask why the theme fits both the speech and the Peace Corps.

COMMON MISCONCEPTION

Students may summarize Kennedy's speech. A summary is not a lesson.

POSSIBLE STUDENT QUESTION

Can a theme name the Peace Corps? No. It should reach beyond one program.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a service theme. Keep the demand at this level.

RAISE THE THINKING

Ask how the theme could apply in a classroom.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against an overgeneralization."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **Everyone should join the Peace Corps.** Name the trap and explain why the story does not prove it.

"Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, and friends."

I CAN | I can explain when a moral is too broad or not supported by the text.

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Grade 4 · Prepare Cluster · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme against an overgeneralization."

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

"A generic moral sounds nice, but it must grow from this text and its specific message."

▶ Students name the trap and revise the answer into a supported theme.

ANSWER KEY: Generic moral that fits many stories. The story teaches service, not one required program.

CHECK FOR UNDERSTANDING

Ask for a line that supports serving others without requiring one program.

COMMON MISCONCEPTION

Students may accept it because the Peace Corps is positive. Positive is not the same as the author's theme.

POSSIBLE STUDENT QUESTION

How do you spot a generic moral? It could fit almost any story about helping.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a text-supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to repair the answer using the story's idea of giving.

Find the theme on your own.

Write the topic in one or two words. Then write a full-sentence theme and copy one line that supports it.

Go back to the reading.
Write the topic in one or two words.
Write a full-sentence theme and copy one support line.

I CAN | I can write a theme about service and support it with Grandpa's words.

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

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

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

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

"Name the topic, write the lesson, and prove it with Grandpa's words."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **Service is the topic.** The words consider what we could give hint that helping others is a choice anyone can make.

CHOOSE **C.** Giving to others can make communities better. A is Topic word, not theme. B is Too narrow because it names the interview.

SHOW **Kennedy asks people what they can give, and the Peace Corps serves communities.** Grandpa also says service starts when someone notices a need and acts.

OWN **Answers vary.** Example: Serving others begins when people choose to give their time and help.

DEFEND **Generic moral that fits many stories.** The passage shows one way to serve, but it does not say everyone should join that program.

YOUR TURN **Answers vary.** Topic: service. Theme: Serving others begins when people choose to give their time and help. Line: Service begins whenever you notice someone who needs help and decide to do something.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“He wanted us to consider what we could give. ... Serving our country can also mean serving people. ... Service begins whenever you notice someone who needs help and decide to do something.”

What theme does the author express through Grandpa's story?

A People can help others by choosing to serve

B Service

C Grandpa worked for President Kennedy

D Everyone should join the Peace Corps

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because service is the repeated topic word.

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.

THEME

The answer is A.

- A** **People can help others by choosing to serve** **Correct.**
Correct. Grandpa connects giving, service, and noticing someone who needs help.
- B** **Service**
Topic word, not theme. It names the subject but gives no lesson.
- C** **Grandpa worked for President Kennedy**
Too narrow. This is one person's experience, not the whole message.
- D** **Everyone should join the Peace Corps**
Generic moral that fits many stories. The text supports serving, not one required program.

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a message supported by the whole text.**The best evidence connects directly to the lesson.****A detail can be true and still fail to prove the theme.**

THIS WEEK'S FOCUS

Theme

from “Serve”

A theme needs proof from the whole interview. STAAR asks: **Which detail best supports the theme of the story?** Choose the detail that most clearly shows people choosing to help and give. Trap this week: **Generic moral that fits many stories.** Also watch for **Too narrow** and **Topic word, not theme.**

This deck teaches **proving a theme with evidence** 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 prove theme with the strongest evidence. A detail can be true but still fail to support the message.”

▶ 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 connect service to action and avoid generic morals that do not come from this interview.”

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

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

CHECK FOR UNDERSTANDING

Ask what makes one detail stronger evidence than another.

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 evidence that points to theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice strong evidence.

Read the line. How does this detail point to a theme about serving others?

"He wanted us to think about what we could give."

I CAN | I can connect a specific line to the story's message.

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Grade 4 · Prepare Cluster · Theme · Monday

TEKS 4.8(A) · Theme · 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 evidence that points to theme."

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

"Strong evidence does more than mention the topic. It shows what the author wants us to understand."

▶ Students write a short theme about choosing to give and underline the words that support it.

ANSWER KEY: What we could give directly supports a theme about choosing to serve others.

CHECK FOR UNDERSTANDING

Ask what action the line encourages.

COMMON MISCONCEPTION

Students may pick a line because it contains a famous name. Names are not proof of theme by themselves.

POSSIBLE STUDENT QUESTION

What makes evidence strong? It connects directly to the lesson, not just the setting.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding direct theme evidence. Keep the demand at this level.

RAISE THE THINKING

Ask which later example puts this idea into action.

TODAY'S THINKING JOB

CHOOSE

"I can choose evidence that best supports a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the strongest support.

STAAR asks: **Which detail best supports the theme of the story?** Theme: People make the world better by choosing to serve others.

"Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends."

A Volunteers worked alongside communities as teachers and helpers • **B** Grandpa remembered a cold day • **C** The recorder sat on the table

I CAN | I can select the detail with the clearest connection to the lesson.

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Grade 4 · Prepare Cluster · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 evidence that best supports a theme."

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

"Which choice shows people acting on the story's message?"

▶ Students select the strongest support and explain why one setting detail is weaker.

ANSWER KEY: A. Volunteers worked alongside communities as teachers and helpers.

CHECK FOR UNDERSTANDING

Ask how A connects to the word serve.

COMMON MISCONCEPTION

Students may choose the cold day because it is vivid. Vivid details are not always the best evidence.

POSSIBLE STUDENT QUESTION

Can a setting detail be true but weak? Yes. It may not support the theme.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to cite the exact action in A.

TODAY'S THINKING JOB

SHOW

"I can explain why evidence supports a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show why the evidence works.

Explain how the Peace Corps detail supports the theme that people make the world better by choosing to serve others.

"A speech is only words unless people decide to live by the ideas in it."

I CAN | I can connect an action in the text to a global message.

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Grade 4 · Prepare Cluster · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 explain why evidence supports a theme."

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

"Name the action, then explain how it proves the lesson."

▶ Students write the action and its connection to the theme in two parts.

ANSWER KEY: The volunteers act on the idea by helping communities, so the detail supports service.

CHECK FOR UNDERSTANDING

Ask what the volunteers actually do.

COMMON MISCONCEPTION

Students may repeat the theme without explaining the evidence. Ask, How does the detail show it?

POSSIBLE STUDENT QUESTION

Why is action important here? It shows people living by the idea of service.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the evidence connects to Grandpa's advice for kids.

TODAY'S THINKING JOB

OWN

"I can write a theme and choose proof."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the proof.

Write a theme for the whole interview and copy one detail that best supports it.

"You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement."

I CAN | I can match a global lesson with the detail that best supports it.

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Grade 4 · Prepare Cluster · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme and choose proof."

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

"Your theme should fit Kennedy, the Peace Corps, and Grandpa's advice to children."

▶ Students write a theme, then copy a detail and explain the match.

ANSWER KEY: Example: Anyone can improve a community by choosing to help others.

CHECK FOR UNDERSTANDING

Ask why the evidence fits the whole interview.

COMMON MISCONCEPTION

Students may choose a detail that is interesting but only about Grandpa. Look for a detail about service.

POSSIBLE STUDENT QUESTION

What is the difference between evidence and theme? Evidence is a text detail; theme is the lesson it supports.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about matching a theme to proof. Keep the demand at this level.

RAISE THE THINKING

Ask how one student could use the theme today.

TODAY'S THINKING JOB

DEFEND

"I can defend the best theme evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a weak choice.

A student says this is the theme: **People should always be kind.** Name the trap and explain why it is weak here.

"Sometimes service is helping one person."

I CAN | I can explain why a nice-sounding moral may not be the text's message.

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Grade 4 · Prepare Cluster · Theme · Friday

TEKS 4.8(A) · Theme · 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 the best theme evidence."

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

"A good moral is not automatically this author's theme. Match it to the text's strongest ideas."

▶ Students name the trap and revise the statement to include service and choice.

ANSWER KEY: Generic moral that fits many stories. The text gives a more specific message about service.

CHECK FOR UNDERSTANDING

Ask students to point to a line about giving or helping.

COMMON MISCONCEPTION

Students may accept the answer because kindness is positive. Positive words still need direct support.

POSSIBLE STUDENT QUESTION

How can you fix the moral? Make it specific to choosing to serve and help.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending the best evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to improve the weak moral using one passage detail.

Prove the theme on your own.

Write a theme for the interview. Then copy the detail that best supports it and explain the connection.

Go back to the reading.
Write a global theme.
Copy the best supporting detail and explain the connection.

I CAN | I can choose evidence that directly supports my theme.

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Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · 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.

“Write the theme, copy the strongest support, and explain the match.”

▶ 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 This line directly points to giving, which is the main idea Grandpa explains through service.

CHOOSE A. Volunteers worked alongside communities as teachers and helpers. B is Too narrow because it gives the weather. C is Topic word, not theme because it names an object.

SHOW The volunteers do not only hear an idea about service. They travel and work as teachers, helpers, and friends, showing that service helps communities.

OWN Answers vary. Example: Anyone can improve a community by choosing to help others. Support: You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement.

DEFEND Generic moral that fits many stories. Kindness is related, but this interview specifically teaches choosing to give time and help through service.

YOUR TURN Answers vary. Theme: Anyone can improve a community by choosing to help others. Detail: You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · 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.

“He wanted us to think about what we could give. ... Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends.”

Which detail best supports the theme that people make the world better by choosing to serve others?

A People must join the Peace Corps to help others.

B The interview was for a school project.

C The weather in Washington, D.C., was cold.

D Volunteers worked alongside communities as teachers and helpers.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the school project is part of the interview but does not prove service.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is D.

- A People must join the Peace Corps to help others.**
Generic moral that fits many stories. The text shows one service program, but it does not require everyone to join it.
- B The interview was for a school project.**
Too narrow. This explains why the narrator asks questions, not the theme about serving.
- C The weather in Washington, D.C., was cold.**
Topic word, not theme. Weather is a setting detail, not evidence of the message.
- D Volunteers worked alongside communities as teachers and helpers. **Correct.****
Correct. This detail shows people choosing to serve communities through helpful work.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A character's problem can reveal what the story teaches.

A theme is a life lesson, not a place or an event.

Use the character's choices and the whole story to prove the lesson.

THIS WEEK'S FOCUS

Theme*from “Morning in the Village”*

A character's problem can point to a theme. Tayanita does not understand everything about farming, but she keeps learning from her family and community. STAAR asks: **What problem does Tayanita face, and what does it teach?** Trap this week: **Setting or event, not theme.** Also watch for **Too narrow** and **Topic word, not theme.**

This deck teaches **finding a lesson in a character's problem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Theme

TEKS 4.8(A) • Theme • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will use a character's problem to find theme. A problem is what a character faces, and a theme is the life lesson it teaches.”

▶ 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 Tayanita's actions and avoid choosing a setting or event instead of a message.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 1 Module 1 . a class or student copy of “Morning in the Village” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a problem and explain what a character might learn from it.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a problem that points to theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the character's problem.

Read the line. What problem is Tayanita facing, and what bigger lesson might it suggest?

"Tayanita didn't understand all of it, but she knew they needed all three to have enough food."

I CAN | I can connect a character's problem to a life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a problem that points to theme."

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

"A problem is what a character must figure out. The lesson is what readers can learn from it."

▶ Students write the problem in a few words and circle the part that hints at a lesson.

ANSWER KEY: Tayanita does not understand the plants yet, but she learns that they work together.

CHECK FOR UNDERSTANDING

Ask what Tayanita does not understand.

COMMON MISCONCEPTION

Students may copy the setting as the problem. The village is where the story happens, not the lesson.

POSSIBLE STUDENT QUESTION

Is the village a theme? No. It is a setting. A theme is a lesson people can use beyond the story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about connecting a problem to a lesson. Keep the demand at this level.

RAISE THE THINKING

Ask how Tayanita responds to what she does not know.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme from a character's problem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the lesson.

STAAR asks: **What problem does Tayanita face, and what does it teach?**

"That afternoon, visitors came from another village."

A The Piney Woods are dark in the morning • **B** Tayanita pulls weeds in the field • **C** People learn by paying attention to how things work together

I CAN | I can skip a setting or event and choose the lesson supported by the whole story.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Theme • Tuesday

TEKS 4.8(A) • Theme • 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 a theme from a character's problem."

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

"Which choice teaches something people could use in life?"

▶ Students choose privately, then label one answer that names a place or event.

ANSWER KEY: C. People learn by paying attention to how things work together.

CHECK FOR UNDERSTANDING

Ask why A is not a lesson.

COMMON MISCONCEPTION

Students may choose B because Tayanita really pulls weeds. A true event is not automatically a theme.

POSSIBLE STUDENT QUESTION

What makes C a theme? It gives a lesson that can apply beyond Tayanita's day.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from a problem. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how the plants support C.

TODAY'S THINKING JOB

SHOW

"I can use actions as theme evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show what the problem teaches.

Explain how Tayanita's problem supports the theme that people can learn by listening and helping.

"Tayanita just nodded and kept pulling weeds."

I CAN | I can explain how a character's response supports a lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use actions as theme evidence."

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

"Name the problem, then show what the character does because of it."

▶ Students write the problem and the response in two connected sentences.

ANSWER KEY: Tayanita does not understand yet, but she keeps working and listening, which supports learning through helping.

CHECK FOR UNDERSTANDING

Ask what Tayanita does after she hears her uncle.

COMMON MISCONCEPTION

Students may say only that she pulls weeds. Push them to explain what that action teaches.

POSSIBLE STUDENT QUESTION

Does the action prove a lesson by itself? Explain how it shows Tayanita keeps learning.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a problem and response. Keep the demand at this level.

RAISE THE THINKING

Ask what Tayanita may learn later.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student says this is the theme: **The village has a large mound.** Name the trap and explain why it is weak.

"People gathered there for important events."

I CAN | I can explain why a place or event is not a life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme with evidence."

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

"A setting can matter, but it is not a theme unless it becomes a life lesson."

▶ Students name the trap and revise the statement into a lesson about community.

ANSWER KEY: Setting or event, not theme. The mound is a place, not the story's message.

CHECK FOR UNDERSTANDING

Ask students to name a lesson the mound helps show.

COMMON MISCONCEPTION

Students may accept it because the mound is important. Important does not mean it is a theme.

POSSIBLE STUDENT QUESTION

How do you spot this trap? Look for a place or event instead of a lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a life lesson. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the mound detail into evidence for a theme.

Find the theme on your own.

Write the character's problem, then write a theme in a full sentence and copy one line that supports it.

Go back to the reading.
Write Tayanita's problem.
Write a global theme and copy one support line.

I CAN | I can connect a character's problem to a theme and prove it with a line.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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.

“Name the problem, write the lesson, and copy a 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 Tayanita does not understand how the plants help each other, but she sees that all three are needed. This points to a lesson about learning how people and things work together.

CHOOSE C. People learn by paying attention to how things work together. A is Setting or event, not theme. B is Too narrow because it names one action.

SHOW Tayanita does not understand her uncle yet, but she keeps helping in the field. Her action shows that people can learn while they work and listen.

OWN Answers vary. Example: People can learn important lessons by paying attention and taking part in their community.

DEFEND Setting or event, not theme. The mound is a place where events happen, but the story teaches about learning, cooperation, and community.

YOUR TURN Answers vary. Problem: Tayanita does not understand everything about farming. Theme: People can keep learning by listening and helping. Line: Although she did not understand everything her uncle was saying, she enjoyed listening to the adults talk about farming.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

THEME

READ THIS PASSAGE EXCERPT.

“Tayanita didn’t understand all of it, but she knew they needed all three to have enough food. ... Tayanita liked watching the trades. It felt like everyone was connected somehow.”

What problem does Tayanita face, and what does it teach?

- A** The village is surrounded by tall pine trees.
- B** Tayanita watches people trade pottery and tools.
- C** People can learn by paying attention and taking part in their community.
- D** Tayanita should never ask questions about farming.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the pine trees are part of the setting, not the lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A The village is surrounded by tall pine trees.**
Setting or event, not theme. The trees describe where the story happens, not its life lesson.
- B Tayanita watches people trade pottery and tools.**
Too narrow. This is one event, while the story includes learning, work, and community.
- C People can learn by paying attention and taking part in their community. Correct.**
Correct. Tayanita helps in the fields, listens to adults, and notices how people work together.
- D Tayanita should never ask questions about farming.**
Opposite. Tayanita is curious and hopes to learn what the adults know.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A character's repeated actions can reveal a theme.**The best theme fits the character and the whole community in the story.****Do not turn one character's personal feeling into the whole story's lesson.**

THIS WEEK'S FOCUS

Theme

from “Morning in the Village”

Tayanita's actions show that she values learning, work, and community. STAAR asks: **What theme do Tayanita's actions express?** Trap this week: **One character's view, too narrow.** Also watch for **Too narrow** and **Topic word, not theme.**

This deck teaches **finding theme in a character's actions** 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 use Tayanita's actions to find theme. Actions show what a character values, but the theme must fit the whole community.”

▶ 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 connect many people's actions and avoid turning one character's feeling into the whole lesson.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 1 Module 2 . a class or student copy of “Morning in the Village” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what one action can reveal 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 actions that reveal theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice what the character does.

Read the line. What does Tayanita's action show she values?

"Tayanita often helped by pulling weeds or carrying baskets filled with vegetables."

I CAN | I can connect a character's actions to a lesson for many people.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Monday

TEKS 4.8(A) · Theme · 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 actions that reveal theme."

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

"Actions are clues. Ask what a character's choices teach beyond the one scene."

▶ Students name Tayanita's action and write the value it shows.

ANSWER KEY: Tayanita helps with the work, which hints that everyone can contribute.

CHECK FOR UNDERSTANDING

Ask what Tayanita carries or does.

COMMON MISCONCEPTION

Students may write vegetables as the theme. That is a topic word, not a lesson.

POSSIBLE STUDENT QUESTION

What does helping with vegetables show? It shows responsibility and contribution, not just food.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about reading actions as theme clues. Keep the demand at this level.

RAISE THE THINKING

Ask where else people contribute in the story.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme shown by actions."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme in the actions.

STAAR asks: **What theme do Tayanita's actions express?**

"Tayanita felt proud to be part of a community where people worked together and helped one another."

A Tayanita feels proud of her village • **B** People make communities stronger by helping one another • **C** The village has fields and a river

I CAN | I can avoid one character's view and choose a lesson supported by the community.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 a theme shown by actions."

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

"Which choice turns the actions into a lesson that can fit many communities?"

▶ Students select the theme and explain why a personal feeling is too narrow.

ANSWER KEY: B. People make communities stronger by helping one another.

CHECK FOR UNDERSTANDING

Ask who besides Tayanita helps in the village.

COMMON MISCONCEPTION

Students may choose A because Tayanita really feels proud. Her feeling alone is too narrow for the whole text.

POSSIBLE STUDENT QUESTION

Why is B broader than Tayanita's feeling? It includes the many people who help each other.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a community theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name two people whose actions support B.

TODAY'S THINKING JOB

SHOW

"I can explain how several actions support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how actions build the theme.

Explain how Tayanita's actions support the theme that people make communities stronger by helping one another.

"She had helped in the fields, visited the mound, watched traders arrive, and learned more about her community."

I CAN | I can connect a character's actions to the story's larger message.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 explain how several actions support a theme."

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

"Look for more than one action. Repeated choices often reveal the message."

▶ Students list two actions and explain how each helps Tayanita belong and contribute.

ANSWER KEY: Her work and participation show that taking part helps a community stay strong.

CHECK FOR UNDERSTANDING

Ask students to name two actions in the line.

COMMON MISCONCEPTION

Students may only retell the line. Require the connection to community strength.

POSSIBLE STUDENT QUESTION

How does watching traders help show community? It shows Tayanita taking interest in relationships beyond herself.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining actions and message. Keep the demand at this level.

RAISE THE THINKING

Ask how Tayanita's actions change across the day.

TODAY'S THINKING JOB

OWN

"I can write a theme from character actions."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the action-based theme.

Write a theme for the whole story. Use Tayanita's actions and the actions of others as evidence.

"Tayanita helped carry food while her mother prepared dinner."

I CAN | I can write a whole-story lesson instead of one character's opinion.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme from character actions."

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

"Think about Tayanita, her family, the workers, and the visitors together."

▶ Students write a theme and cite one action by Tayanita and one by another person.

ANSWER KEY: Example: Communities grow stronger when people take responsibility and help one another.

CHECK FOR UNDERSTANDING

Ask why the theme includes more than Tayanita.

COMMON MISCONCEPTION

Students may write that Tayanita is thankful. That feeling is only one character's view.

POSSIBLE STUDENT QUESTION

Can a character's feeling be a clue? Yes, but it cannot be the whole theme by itself.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from actions. Keep the demand at this level.

RAISE THE THINKING

Ask how the theme applies to a classroom.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme from actions."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a narrow view.

A student says this is the theme: **Tayanita likes her village**. Name the trap and explain why it is too narrow.

"Her family believed that trade and cooperation helped communities stay strong."

I CAN | I can explain why one character's view does not express the whole message.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme from actions."

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

"A character's feeling can point to theme, but the theme must reach beyond that one feeling."

▶ Students name the trap and revise the statement to include the community's actions.

ANSWER KEY: One character's view, too narrow. The larger lesson is about people helping a community.

CHECK FOR UNDERSTANDING

Ask who else works or helps in the passage.

COMMON MISCONCEPTION

Students may accept the answer because Tayanita feels proud. A feeling is not the whole message.

POSSIBLE STUDENT QUESTION

How can you widen the theme? Include the community's shared work and help.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a whole-story theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to improve the narrow statement.

Find the action-based theme.

List two actions from the story. Then write a theme in a full sentence and copy one line that supports it.

Go back to the reading.
List two important actions.
Write a global theme and copy one support line.

I CAN | I can use several actions to write and support a theme.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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.

“List two actions, write the lesson they show, and copy your proof line.”

▶ 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 Tayanita helps with important work. Her action hints at a theme about contributing to a community.

CHOOSE B. People make communities stronger by helping one another. A is One character's view, too narrow. C is Topic word, not theme.

SHOW Tayanita helps in the fields and takes part in community life. Her actions join the work and learning that help the village stay strong.

OWN Answers vary. Example: Communities grow stronger when people take responsibility and help one another.

DEFEND One character's view, too narrow. Tayanita's pride is a clue, but the story focuses on how many people work together and help the community.

YOUR TURN Answers vary. Actions: Tayanita helps in the fields and carries food. Theme: Communities grow stronger when people help one another. Line: Tayanita felt proud to be part of a community where people worked together and helped one another.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · Week 6 of 36 · Cluster 1 · 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.

“Tayanita often helped by pulling weeds or carrying baskets filled with vegetables. ... Tayanita felt proud to be part of a community where people worked together and helped one another.”

What theme do Tayanita's actions express?

A People make communities stronger by helping one another.

B Tayanita feels proud when she helps her family.

C Farming is the only important work in a village.

D Everyone should live in the same kind of village.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Tayanita feels proud, but one character's view is too narrow.

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.

THEME

The answer is A.

A

People make communities stronger by helping one another. Correct.

Correct. Tayanita helps with work, and the story shows many people contributing to the village.

B

Tayanita feels proud when she helps her family.

One character's view, too narrow. Her feeling is one clue, but the message includes the whole community.

C

Farming is the only important work in a village.

Too narrow. The story also shows trading, teaching, cooking, travel, and caring for traditions.

D

Everyone should live in the same kind of village.

Not in the text. The story values cooperation, not one required kind of home.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a life lesson supported by the whole story.

A true life lesson is not always the theme of a particular text.

Use repeated ideas about work, respect, cooperation, and community as evidence.

THIS WEEK'S FOCUS

Theme*from “Morning in the Village”*

A theme is a life lesson that the whole story supports. This story repeatedly shows people learning, working, sharing, and respecting traditions. STAAR asks: **Which sentence best states a theme of the story?** Trap this week: **Life lesson not supported by this text.** Also watch for **Too broad** and **One character's view, too narrow.**

This deck teaches **telling theme from a life lesson** 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 tell a supported theme from a true-sounding life lesson. The text must teach the idea through repeated details.”

▶ 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 cooperation, respect, work, and traditions across the story and avoid unsupported morals.”

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

PREP & MATERIALS: the Theme 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 how a reader can test whether a life lesson belongs to a story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a life lesson supported by the story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice a supported lesson.

Read the line. What lesson does this detail support, and how does the rest of the story build it?

"Her family believed that cooperation helped communities grow stronger."

I CAN | I can connect a repeated idea to a whole-story theme.

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Grade 4 · Cluster 1 · Theme · Monday

TEKS 4.8(A) · Theme · 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 life lesson supported by the story."

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

"A theme is not just a nice idea. The whole story must give it support."

▶ Students write the lesson in their own words and list one other scene that supports it.

ANSWER KEY: Cooperation helps communities grow stronger, and many parts of the story support that idea.

CHECK FOR UNDERSTANDING

Ask for another example of cooperation.

COMMON MISCONCEPTION

Students may choose any true life lesson. It must be supported by this story.

POSSIBLE STUDENT QUESTION

Can a true lesson still be wrong for this story? Yes. It needs text evidence here.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about matching a life lesson to evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how traditions also strengthen the community.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme supported by the whole story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the supported theme.

STAAR asks: Which sentence best states a theme of the story?

"Her grandfather often said that people should care for the land because the land cared for them."

A Tayanita listens to her grandfather's words • **B** Always tell the truth, even when it is hard • **C** People grow stronger when they cooperate and respect one another

I CAN | I can reject a true-sounding lesson that the text does not support.

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Grade 4 · Cluster 1 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme supported by the whole story."

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

"Which choice is actually supported by the story's repeated details?"

▶ Students choose privately, then underline evidence for their answer and label a trap.

ANSWER KEY: C. People grow stronger when they cooperate and respect one another.

CHECK FOR UNDERSTANDING

Ask which idea appears in farming, trading, and family life.

COMMON MISCONCEPTION

Students may choose B because it sounds wise. The answer must match the story's repeated focus, not just sound kind.

POSSIBLE STUDENT QUESTION

What makes a life lesson supported? Several details point to the same idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a text-supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name two details supporting cooperation.

TODAY'S THINKING JOB

SHOW

"I can explain how repeated details support theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme across the story.

Explain how the story supports the theme that communities grow stronger through cooperation.

"Trade also helped people build friendships and maintain relationships with neighboring groups."

I CAN | I can connect an event to the larger lesson without choosing the event as the theme.

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Grade 4 • Cluster 1 • Theme • Wednesday

TEKS 4.8(A) • Theme • 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 explain how repeated details support theme."

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

"Use the detail, then explain the bigger idea it proves."

▶ Students name the trade detail and connect it to one other example from the story.

ANSWER KEY: Trade builds relationships between communities, supporting a theme about cooperation.

CHECK FOR UNDERSTANDING

Ask what trade builds besides getting goods.

COMMON MISCONCEPTION

Students may answer only pottery and tools. Those objects are details, not the message.

POSSIBLE STUDENT QUESTION

Why does this detail support the theme? It shows cooperation creating strong relationships.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how families show the same lesson at home.

TODAY'S THINKING JOB

OWN

"I can write a theme supported by the whole story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own a supported theme.

Write a theme for the whole story. Then copy one detail that proves it.

"They helped her understand why certain traditions remained important."

I CAN | I can match a global lesson with evidence from more than one part of the text.

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Grade 4 · Cluster 1 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 write a theme supported by the whole story."

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

"Your theme should fit the fields, the mound, trade, and family traditions."

▶ Students write a theme and one proof line, then name a second scene that matches.

ANSWER KEY: Example: Communities grow stronger when people cooperate and respect their shared traditions.

CHECK FOR UNDERSTANDING

Ask how the theme fits both work and traditions.

COMMON MISCONCEPTION

Students may write that Tayanita listens closely. That is one action, not a whole-story lesson.

POSSIBLE STUDENT QUESTION

How can you test your theme? Check whether it fits at least two different parts of the story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask how the theme applies outside the village.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with whole-story evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against an unsupported lesson.

A student says this is the theme: **People should never make mistakes.** Name the trap and explain why it is not supported.

"Children learned by watching adults and helping with small tasks."

I CAN | I can explain why a true-sounding life lesson may not belong to this text.

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Grade 4 · Cluster 1 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme with whole-story evidence."

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

"A statement can sound wise and still fail if the text does not teach it."

▶ Students name the trap and revise the statement into a lesson the story supports.

ANSWER KEY: Life lesson not supported by this text. The passage teaches learning, work, cooperation, and respect instead.

CHECK FOR UNDERSTANDING

Ask what the children do while learning.

COMMON MISCONCEPTION

Students may accept it because avoiding mistakes sounds good. The story does not make that its message.

POSSIBLE STUDENT QUESTION

What evidence disagrees with the trap? Children learn by watching and helping, which allows practice.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a supported replacement theme.

Find the theme on your own.

Write a theme for the whole story. Copy one support line and name another detail that matches it.

Go back to the reading.
Write a whole-story theme.
Copy one support line and name another matching detail.

I CAN | I can choose a life lesson supported by the whole text.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 the lesson, copy your proof line, and name another detail that matches."

▶ 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 line supports a lesson about cooperation. Farming, trading, and family traditions also show people helping communities grow stronger.

CHOOSE C. People grow stronger when they cooperate and respect one another. A is One character's view, too narrow. B is Life lesson not supported by this text.

SHOW Trade is more than an exchange of objects. It helps villages build relationships, which supports the theme that cooperation makes communities stronger.

OWN Answers vary. Example: Communities grow stronger when people cooperate and respect their shared traditions. Support: Her family believed that cooperation helped communities grow stronger.

DEFEND Life lesson not supported by this text. The story shows children learning through practice and help, not a rule that people must never make mistakes.

YOUR TURN Answers vary. Theme: Communities grow stronger when people cooperate and respect one another. Line: Her family believed that cooperation helped communities grow stronger. Another detail: Families work together in the fields.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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.

“Her family believed that cooperation helped communities grow stronger. ... Trade also helped people build friendships and maintain relationships with neighboring groups.”

Which sentence best states a theme of the story?

- A** The best place to live is always near a river.
- B** People can become stronger by working together and respecting their communities.
- C** Tayanita feels thankful for her village.
- D** People should never make mistakes while learning.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because it sounds wise, but the story does not teach that people must never make mistakes.

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.

THEME

The answer is B.

- A** **The best place to live is always near a river.**
Too broad. The story describes one village near a river but does not say it is always best.
- B** **People can become stronger by working together and respecting their communities. Correct.**
Correct. Farming, trade, family work, and traditions all support cooperation and respect.
- C** **Tayanita feels thankful for her village.**
One character's view, too narrow. Her feeling is one detail, not the lesson for the whole story.
- D** **People should never make mistakes while learning.**
Life lesson not supported by this text. The story shows children learning through watching and helping.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A theme must be a global lesson supported by text evidence.

Strong evidence shows the same message in more than one part of the story.

A generic moral may be true but still may not be this story's theme.

THIS WEEK'S FOCUS

Theme

from “Morning in the Village”

A theme needs evidence from the full story. The fields, mound, trade, family, and traditions all show how cooperation and responsibility support the community. STAAR asks: **Short response: What is a theme of the story? Support it with evidence.** Trap this week: **Generic moral that fits many stories.** Also watch for **Too narrow** and **Topic word, not theme.**

This deck teaches **supporting theme with evidence** 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 support theme with evidence. A strong answer gives a global lesson and proof from more than one part of the story.”

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

“We will use work, cooperation, and traditions as evidence and avoid generic morals that fit almost any story.”

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

PREP & MATERIALS: the Theme 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 what makes evidence strong enough to support a theme.

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 line that supports theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice evidence for theme.

Read the line. What lesson does this detail support?

"The Caddo people worked hard to provide for their families."

I CAN | I can connect a direct detail to a global message.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a line that supports theme."

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

"Good evidence points clearly to the message. It does not just name a place or object."

▶ Students copy the line and write the theme it supports beside it.

ANSWER KEY: The line supports a theme about responsibility and shared work.

CHECK FOR UNDERSTANDING

Ask what the people work hard to provide.

COMMON MISCONCEPTION

Students may write community as the theme. That is a topic word, not the full lesson.

POSSIBLE STUDENT QUESTION

How can you grow a topic into a theme? Turn community into a lesson about how people support one another.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding direct theme evidence. Keep the demand at this level.

RAISE THE THINKING

Ask for another line showing cooperation.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that I can prove with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme to prove.

STAAR asks: **What is a theme of the story? Support it with evidence.**

"The fields were important to the village."

A The village has a mound, fields, and a river • **B** People should help one another and share responsibility • **C** Everyone should be happy all the time

I CAN | I can skip a generic moral and choose the message repeated across the story.

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Grade 4 · Cluster 1 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme that I can prove with evidence."

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

"Which choice is the kind of answer you could prove with several lines?"

▶ Students choose the theme and point to two evidence details before discussing.

ANSWER KEY: B. People should help one another and share responsibility.

CHECK FOR UNDERSTANDING

Ask why A lists topics instead of a message.

COMMON MISCONCEPTION

Students may pick A because those places matter. A list of places is not a theme.

POSSIBLE STUDENT QUESTION

What makes C a trap? It sounds positive but the story does not focus on happiness all the time.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a provable theme. Keep the demand at this level.

RAISE THE THINKING

Ask which lines prove the community theme.

TODAY'S THINKING JOB

SHOW

"I can connect two details to a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the evidence connection.

Explain how the mound and the fields support the theme that communities grow strong when people work together.

"Each generation had added to it little by little."

I CAN | I can explain how evidence from different parts of a story proves a message.

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Grade 4 · Cluster 1 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 connect two details to a theme."

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

"Use two details from different parts of the story to make your proof stronger."

▶ Students write one mound detail and one field detail, then explain the shared message.

ANSWER KEY: Generations build the mound and families work the fields, so shared effort makes the community strong.

CHECK FOR UNDERSTANDING

Ask who helped build the mound and who works the fields.

COMMON MISCONCEPTION

Students may summarize the mound without connecting it to theme. Ask what the shared work teaches.

POSSIBLE STUDENT QUESTION

Why use two details? They show the message is repeated across the story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how trade gives another example of shared effort.

TODAY'S THINKING JOB

OWN

"I can write a theme and support it with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the evidence-based theme.

Write a theme for the story and copy two details that support it.

"Her grandfather explained that traditions connected people to those who came before them."

I CAN | I can match a global lesson to evidence from more than one part of the text.

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Grade 4 · Cluster 1 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 write a theme and support it with evidence."

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

"Choose a theme that fits work, cooperation, and traditions, then prove it twice."

▶ Students write a theme and two copied lines on the OWN row.

ANSWER KEY: Example: Communities stay strong when people work together and honor shared traditions.

CHECK FOR UNDERSTANDING

Ask how both support lines connect to the theme.

COMMON MISCONCEPTION

Students may copy two lines without explaining their connection. Ask what lesson both details show.

POSSIBLE STUDENT QUESTION

What makes evidence useful? It directly supports the words in your theme.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how their theme could apply elsewhere.

TODAY'S THINKING JOB

DEFEND

"I can defend a specific theme with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a generic moral.

A student says this is the theme: **Always be nice to everyone.** Name the trap and explain why it is weak for this story.

"Her family believed that cooperation helped communities grow stronger."

I CAN | I can explain why a nice-sounding moral may not be the author's message.

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Grade 4 · Cluster 1 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a specific theme with evidence."

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

"A generic moral could fit many stories. Use the details to make your theme specific to this text."

▶ Students name the trap and revise the moral to include cooperation and responsibility.

ANSWER KEY: Generic moral that fits many stories. The text gives a specific message about cooperation and community.

CHECK FOR UNDERSTANDING

Ask students to point to evidence about working together.

COMMON MISCONCEPTION

Students may accept it because being nice is positive. Positive does not mean supported by this story.

POSSIBLE STUDENT QUESTION

How can you improve the moral? Add the specific idea of cooperation that appears throughout the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a text-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to use one line to revise the generic moral.

Prove the theme on your own.

Write a theme in a full sentence. Copy two lines that support it and explain how they connect.

Go back to the reading.
Write a global theme.
Copy two support lines and explain the connection.

I CAN | I can write a theme and support it with evidence from the whole story.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

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

 ~5 min

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

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

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

“Write the lesson, copy two proof lines, and explain how both connect.”

▶ 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 This line directly supports the theme that people take responsibility and work to support their communities.

CHOOSE B. People should help one another and share responsibility. A is Topic word, not theme. C is Generic moral that fits many stories.

SHOW The mound grew through the work of many generations, and the fields depend on families working together. Both details show that shared effort strengthens a community.

OWN Answers vary. Example: Communities stay strong when people work together and honor the knowledge passed down to them. Supports: Each generation had added to it little by little. The community depended on cooperation.

DEFEND Generic moral that fits many stories. Being nice is related, but this story specifically supports cooperation, responsibility, and shared traditions.

YOUR TURN Answers vary. Theme: Communities grow strong when people cooperate and take responsibility. Lines: The community depended on cooperation. Each generation had added to it little by little. Both show shared work strengthening the community.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 community depended on cooperation. ... Each generation had added to it little by little.”

What is a theme of the story? Support it with evidence.

A People should help one another and take responsibility for their communities.

B The story includes a mound, fields, and pottery.

C Everyone should be nice to everyone they meet.

D Tayanita wants to travel far from home.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it sounds kind, but it is a Generic moral that fits many stories and is not specific to this text.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is A.

A **People should help one another and take responsibility for their communities. Correct.**
Correct. The fields, mound, trade, and family traditions all show shared responsibility and cooperation.

B **The story includes a mound, fields, and pottery.**
Topic word, not theme. These are details in the story, not a life lesson.

C **Everyone should be nice to everyone they meet.**
Generic moral that fits many stories. The text specifically teaches cooperation and responsibility, not just niceness.

D **Tayanita wants to travel far from home.**
Too narrow. This is one small thought and does not explain the full story.

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Grade 4 · Cluster 1 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about, in a word or two.**The theme is the lesson or message the story teaches, in a full sentence.****A good theme fits the whole story and is supported by what the narrator learns and does.**

THIS WEEK'S FOCUS

Theme

from “Dream”

A **topic** is one or two words, like a dream or kindness.A **theme** is a lesson that fits the whole story, like **small kind choices can help make a better future.**STAAR asks: **What does the author want readers to learn from the narrator's day?** Traps this week:**Topic word, not theme, Too narrow, and Too broad.**This deck teaches **finding theme from a story we know** 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 reread a story and find the lesson the narrator carries home.”***▶ 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 separate the topic from the theme and prove the theme with the narrator's thoughts and actions.”***▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.***PREP & MATERIALS:** the Theme slide deck for Cluster 2 Module 1 . a class or student copy of “Dream” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a topic and a theme from a story they remember.

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 theme hint in a story I know."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the bigger lesson.

Read the line. Is **dream** the topic or the theme? Notice the words that point to a bigger lesson.

"That a dream can belong to everyone,"

I CAN | I can notice when a story moves from a topic to a lesson.

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Grade 4 · Cluster 2 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a theme hint in a story I know."

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

"The topic is dream. The bigger lesson is about what people can do with hope."

▶ Students write *TOPIC: dreams* and underline the words that hint at a lesson.

ANSWER KEY: Dream is the topic. Belong to everyone hints at the bigger lesson.

CHECK FOR UNDERSTANDING

Ask a student to name the topic and one hint word.

COMMON MISCONCEPTION

Students may copy dream as the theme. That is only a topic word.

POSSIBLE STUDENT QUESTION

Can dream be the theme? No. A theme must tell a lesson in a full sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a theme hint. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson the narrator begins to understand.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme from a story I have read before."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme.

Which statement best describes the lesson the narrator learns from the day?

"Those did not seem like enormous actions, but maybe they were important anyway."

A Small kind choices can help make a better future • **B** The speech and the dream • **C** The narrator stands near a memorial

I CAN | I can choose the lesson instead of a topic word or a small detail.

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Grade 4 • Cluster 2 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 a theme from a story I have read before."

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

"Look for the choice that teaches a life lesson, not the choice that names what is in the story."

▶ Students choose privately, then label one wrong choice as a topic or a detail.

ANSWER KEY: A. Small kind choices can help make a better future.

CHECK FOR UNDERSTANDING

Ask why the words speech and dream do not teach a lesson.

COMMON MISCONCEPTION

Students may choose the topic because it appears many times. Repeated does not mean theme.

POSSIBLE STUDENT QUESTION

What makes a theme? It is a lesson that can be true beyond this story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to turn the topic into a full theme sentence.

TODAY'S THINKING JOB

SHOW

"I can show how details support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme with evidence.

How does the story support the theme that small kind choices can help make a better future?

"Perhaps that was how a dream moved forward."

I CAN | I can use the narrator's choices and thoughts as evidence.

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Grade 4 · Cluster 2 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 details support a theme."

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

"Use the narrator's learning and action. Together they prove the lesson."

▶ Students name the narrator's thought and the action she takes as two pieces of evidence.

ANSWER KEY: The narrator understands small choices and includes James at lunch.

CHECK FOR UNDERSTANDING

Ask for two details, not just the theme sentence.

COMMON MISCONCEPTION

Students may retell the speech only. The ending shows how the lesson changes the narrator.

POSSIBLE STUDENT QUESTION

Which action proves the narrator understands the lesson?
Inviting James to sit with her.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a theme with details. Keep the demand at this level.

RAISE THE THINKING

Ask how the ending connects to the beginning.

TODAY'S THINKING JOB

OWN

"I can write a theme in my own words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the theme yourself.

Write a theme for the whole story in a full sentence. Make sure it fits the narrator's thoughts and actions.

"I think I will try to help it come true,"

I CAN | I can write a lesson that fits the whole story, not just the speech.

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Grade 4 · Cluster 2 · Theme · Thursday

TEKS 4.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme in my own words."

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

"Ask what the narrator learns and then says or does because of that lesson."

▶ Students write one theme sentence and copy one line that supports it.

ANSWER KEY: Example: Small acts of kindness can help people build a more hopeful community.

CHECK FOR UNDERSTANDING

Ask a student to explain how the ending supports the theme.

COMMON MISCONCEPTION

Students may write a summary about Dr. King. A theme is what the story teaches.

POSSIBLE STUDENT QUESTION

Does a theme need to name the narrator? No. It should be true beyond this story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme independently. Keep the demand at this level.

RAISE THE THINKING

Ask students to make their theme true for other communities too.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote: **Dreams and speeches**. Explain why this answer is a trap and name the trap.

"They believed that the future could become brighter when people worked together."

I CAN | I can explain why a topic word is not a theme.

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Grade 4 · Cluster 2 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme with evidence."

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

"Topic word, not theme means the answer names what the story is about instead of what it teaches."

▶ Students write the trap name and revise the answer into a full theme sentence.

ANSWER KEY: Topic word, not theme. The answer names subjects but gives no life lesson.

CHECK FOR UNDERSTANDING

Ask students to use one line to prove the corrected theme.

COMMON MISCONCEPTION

Students may accept the answer because dreams and speeches are important. Important topics are not automatically themes.

POSSIBLE STUDENT QUESTION

How can you fix the trap? Add the lesson about how people make hope real.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a corrected theme.

Find the theme on your own.

Go back to the story. Write the topic in one or two words. Then write the theme in a full sentence and copy one line that supports it.

Go back to the reading.
Write the topic in one or two words.
Write the theme in a full sentence. Copy one line that supports it.

I CAN | I can tell the topic from the theme and support the theme with a line from the story.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Topic first, then the full lesson, then a proof line from the story.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **Dream is a topic.** The line hints that hopes can belong to many people, which points toward a theme.

CHOOSE **A.** Small kind choices can help make a better future. B is Topic word, not theme, and C is Too narrow.

SHOW **The narrator learns that small choices matter, then invites James to sit down.** The story shows a dream moving forward through everyday kindness.

OWN **Answers vary.** Example: Small acts of kindness can help people build a more hopeful community.

DEFEND **Topic word, not theme.** Dreams and speeches name subjects in the story, but they do not state the lesson the narrator learns.

YOUR TURN **Answers vary.** Topic: hope and kindness. Theme: Small kind choices can help make a better future. Line: A strong community begins when people decide to contribute.

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.

THEME

READ THIS PASSAGE EXCERPT.

"I can notice when someone is alone. I can include people. ... Perhaps that was how a dream moved forward. Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day."

Which statement best describes a theme of the story?

- A** A speech can happen near a memorial.
- B** The narrator is eight years old.
- C** Small kind choices can help make a better future.
- D** People should always attend large gatherings.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the speech and memorial are important details, but they are not a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A A speech can happen near a memorial.**
Topic word, not theme. It names an event detail instead of a life lesson.
- B The narrator is eight years old.**
Too narrow. This is one fact about the narrator, not the whole story's lesson.
- C Small kind choices can help make a better future. Correct.**
Correct. The narrator includes James and learns that everyday choices can move a dream forward.
- D People should always attend large gatherings.**
Too broad and Not in the text. The story values daily choices, not always attending gatherings.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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 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)

"infer basic themes supported by text evidence"

WHAT DOES THIS MEAN TO ME?

A fact is something the reader learns about the story.

A theme is a life lesson that can be true beyond the story.

A fact may support a theme, but a fact by itself is not the theme.

THIS WEEK'S FOCUS

Theme

from "Morning in the Village"

A **fact** tells something true in the story, like the Caddo village had a mound. A **theme** teaches a life lesson, like **communities grow strong when people work together**. STAAR asks: **How is a story's theme different from a fact the reader learns?** Trap this week: **Topic-adjacent statement as message**. Also watch for **Too narrow** and **Topic word, not theme**.

This deck teaches **theme or fact?** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 2 • Theme

TEKS 4.8(A) • Theme • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

"This week we will sort out an important difference: a fact tells what the story includes, but a theme tells what it teaches."

▶ 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 facts about the village as evidence for a life lesson about community."

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

PREP & MATERIALS: the Theme slide deck for Cluster 2 Module 2 . a class or student copy of "Morning in the Village" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to give one fact and one theme from a familiar story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can tell a fact from a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice fact versus lesson.

Read the line. Is it a fact, or does it teach a theme about how people live together?

"The work was not easy, but everyone understood its importance."

I CAN | I can notice when a story detail points to a bigger life lesson.

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Grade 4 · Cluster 2 · Theme · Monday

TEKS 4.8(A) · Theme · 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 tell a fact from a theme."

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

"A fact tells what happens. A theme tells what the story teaches about life."

▶ Students label one fact from the passage and underline the words that hint at a lesson.

ANSWER KEY: The cooperation detail hints that people strengthen a community by working together.

CHECK FOR UNDERSTANDING

Ask for one fact and one lesson from the opening paragraphs.

COMMON MISCONCEPTION

Students may call every true sentence a theme. A fact needs a bigger lesson to become theme evidence.

POSSIBLE STUDENT QUESTION

Is the river a theme? No. It is a topic or setting detail, not a life lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about telling fact from theme. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail fits the whole day.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme instead of a story fact."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the life lesson.

Which statement is a theme, not just a fact from the village?

"That is how communities become strong,"

A The village has fields and a mound • **B** Families gather around cooking fires • **C** Communities grow strong when people work together

I CAN | I can choose the life lesson and skip topic-adjacent facts.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme instead of a story fact."

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

"A fact can be evidence. A theme is the lesson that several facts support."

▶ Students choose, then mark each other choice as fact or theme.

ANSWER KEY: C. Communities grow strong when people work together.

CHECK FOR UNDERSTANDING

Ask why the first two choices cannot be the lesson of the whole story.

COMMON MISCONCEPTION

Students may choose a true fact because it appears in the text. True is not the same as theme.

POSSIBLE STUDENT QUESTION

What makes a choice a theme? It teaches something people can use beyond the village.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about separating fact from theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to combine two facts into a life lesson.

TODAY'S THINKING JOB

SHOW

"I can use facts as evidence for a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how facts build a theme.

How do facts about the village support the theme that communities grow strong when people work together?

"Families shared meals, laughed together, and prepared for the next day."

I CAN | I can connect more than one detail to the story's life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use facts as evidence for a theme."

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

"One fact is a piece of evidence. Several connected facts show the whole lesson."

▶ Students name two places where people work together and explain the connection.

ANSWER KEY: Field work and shared family time both show cooperation strengthening the community.

CHECK FOR UNDERSTANDING

Ask for two facts and the theme they support.

COMMON MISCONCEPTION

Students may list facts without explaining them. Add how each fact supports the lesson.

POSSIBLE STUDENT QUESTION

Do facts have to repeat the theme? No. They should show the theme in action.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about using facts as theme evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the mound also supports the same theme.

TODAY'S THINKING JOB

OWN

"I can write a theme and support it with a fact."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the theme yourself.

Write a theme for the whole story in a full sentence. Then name one fact that supports it.

"Each generation had added to it little by little."

I CAN | I can write a life lesson that fits the village's work, history, and family life.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Thursday

TEKS 4.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme and support it with a fact."

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

"Use the repeated idea of people helping, sharing, and doing their part."

▶ Students write one theme and one fact that supports it on the OWN row.

ANSWER KEY: Example: Communities become stronger when people share work and responsibility.

CHECK FOR UNDERSTANDING

Ask students to explain why their fact supports their theme.

COMMON MISCONCEPTION

Students may write that the Caddo lived near a river. That is a fact, not a life lesson.

POSSIBLE STUDENT QUESTION

How do you test your theme? Ask whether it can be true outside this village.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from facts. Keep the demand at this level.

RAISE THE THINKING

Ask students to make the lesson apply to school communities.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme and name a trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote: **The village has a river for travel.** Explain why it is a trap and name the trap.

"People respected the mound because it connected them to their history."

I CAN | I can explain why a true story fact is not the story's message.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme and name a trap."

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

"Topic-adjacent statement as message means a true detail is being mistaken for the life lesson."

▶ Students name the trap, then replace the fact with a theme that fits the whole story.

ANSWER KEY: Topic-adjacent statement as message. The river detail is not the lesson.

CHECK FOR UNDERSTANDING

Ask students to cite a second detail that supports the corrected theme.

COMMON MISCONCEPTION

Students may defend the trap because the river is important. Important does not make a detail the message.

POSSIBLE STUDENT QUESTION

What lesson fits more than the river? People grow stronger when they work together.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending the life lesson. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a theme that includes responsibility.

Find the theme on your own.

Write one fact from the story. Then write the theme in a full sentence and explain how the fact supports it.

Go back to the reading.
Write one fact from the story.
Write the theme and explain how the fact supports it.

I CAN | I can tell a fact from a theme and use the fact as evidence.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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 a fact, name the life lesson, and connect the fact to the lesson.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE This is a story idea that points toward a theme: **communities need people to cooperate.**

CHOOSE C. Communities grow strong when people work together. The other choices are facts, including a Topic-adjacent statement as message.

SHOW Families cooperate in the fields, neighbors help with work, and people share meals. These facts together support the theme about strong communities.

OWN Answers vary. Example: Communities become stronger when people share work and responsibility. Fact: Neighbors help build homes and gather food.

DEFEND Topic-adjacent statement as message. The river is part of the setting and helps the village, but the whole story teaches about cooperation and community.

YOUR TURN Answers vary. Fact: Each generation helped build the mound. Theme: Communities grow strong when people work together. The fact shows shared work 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.

READ THIS PASSAGE EXCERPT.

“The community depended on cooperation. ... ‘That is how communities become strong,’ her grandfather said. ‘People work together.’”

Which statement best describes a theme of the story?

- A** The village has a mound in its center.
- B** Tayanita works in the fields before midday.
- C** The river helps people travel to nearby villages.
- D** Communities grow strong when people work together.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it is a true river fact, but a true fact is not always the story's theme.

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 village has a mound in its center.**
Too narrow. This is one fact about the setting, not the lesson of the whole story.
- B Tayanita works in the fields before midday.**
Too narrow. It tells one event, but it does not teach a global life lesson.
- C The river helps people travel to nearby villages.**
Topic-adjacent statement as message. It is a true fact, not the story's message.
- D Communities grow strong when people work together. Correct.**
Correct. Farming, building, trading, and family life all show people sharing work and responsibility.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A character's change can help reveal the theme.

The theme is a lesson that reaches beyond one character.

Look at what the narrator believed at first and what the narrator understands by the end.

THIS WEEK'S FOCUS

Theme

from “Serve”

A character's change can reveal a **theme**. In this interview, the narrator moves from thinking service belongs to leaders to understanding that anyone can help. STAAR asks: **How does the narrator's view change, and what theme does that show?** Trap this week: **One character's view, too narrow**. Also watch for **Topic word, not theme** and **Too narrow**.

This deck teaches **theme from a character's change** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Theme

TEKS 4.8(A) • Theme • 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 watch a narrator's thinking change and use that change to infer theme.”

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

“We will compare the first view with the final action and avoid stopping at one character's opinion.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 2 Module 3 . a class or student copy of “Serve” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how a character's change can reveal a story lesson.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a character's first view."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the narrator's first view.

Read the line. What does the narrator believe about service at this point? Is it a theme or one character's view?

"Those things do not sound very presidential."

I CAN | I can notice what a narrator believes before the lesson changes that view.

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Grade 4 · Cluster 2 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a character's first view."

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

"A character's view is evidence. The theme is the bigger lesson we infer from the change."

▶ Students write *FIRST VIEW* and circle the word that shows the narrator is thinking about presidents.

ANSWER KEY: The narrator first connects service with presidents and famous work.

CHECK FOR UNDERSTANDING

Ask what the narrator thinks service must look like.

COMMON MISCONCEPTION

Students may use the narrator's first view as the theme. It is only one step in the change.

POSSIBLE STUDENT QUESTION

Is presidential a theme? No. It shows one character's idea about service.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a first view. Keep the demand at this level.

RAISE THE THINKING

Ask what later detail will challenge this view.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme from a character's change."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme from the change.

Which statement best explains what the narrator learns about service?

"Service does not need a microphone, a government building, or a famous speech."

A People can serve others through small, thoughtful actions • **B** Grandpa's interview is about President Kennedy • **C** The narrator's school has a new student

I CAN | I can choose the bigger lesson instead of one character's view or detail.

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Grade 4 · Cluster 2 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme from a character's change."

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

"The best choice explains how the narrator's thinking changes and applies beyond the interview."

▶ Students choose, then label one wrong choice as a topic or too narrow.

ANSWER KEY: A. People can serve others through small, thoughtful actions.

CHECK FOR UNDERSTANDING

Ask how the narrator's action at lunch proves the answer.

COMMON MISCONCEPTION

Students may choose B because President Kennedy is important. The topic is not the whole lesson.

POSSIBLE STUDENT QUESTION

What makes A a theme? It is a lesson any person can use.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about finding a theme in change. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate the theme without using service.

TODAY'S THINKING JOB

SHOW

"I can show how a character's change supports a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how the view changes.

How does the narrator's view change, and what theme does that show?

"But if service could happen anywhere, then I did not have to wait at all."

I CAN | I can compare the narrator's first idea with what she understands at the end.

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Grade 4 · Cluster 2 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 character's change supports a theme."

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

"Put the before and after ideas side by side. The change carries the lesson."

▶ Students write *BEFORE* and *AFTER*, then add one action that shows the new understanding.

ANSWER KEY: Before: service seems presidential. After: the narrator serves by welcoming a student.

CHECK FOR UNDERSTANDING

Ask for one before detail and one after detail.

COMMON MISCONCEPTION

Students may only summarize Grandpa's words. Include the narrator's changed action.

POSSIBLE STUDENT QUESTION

What proves the narrator changed? She decides to contribute at school and acts on it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the ending confirms the narrator's new view.

TODAY'S THINKING JOB

OWN

"I can write a theme from a character's change."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the theme yourself.

Write a theme for the whole interview. Use the narrator's change as your evidence.

"I learned that service can start anywhere."

I CAN | I can write a life lesson that explains what the narrator learns and does.

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Grade 4 · Cluster 2 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme from a character's change."

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

"Ask what the narrator understands by the end, then say it as a lesson for anyone."

▶ Students write a theme and cite the narrator's final action at lunch.

ANSWER KEY: Example: Anyone can strengthen a community by noticing a need and choosing to help.

CHECK FOR UNDERSTANDING

Ask why the theme fits both the interview and the ending.

COMMON MISCONCEPTION

Students may write that the narrator interviews Grandpa. That is a summary detail, not a theme.

POSSIBLE STUDENT QUESTION

Does the theme need to name Grandpa? No. A theme reaches beyond the characters.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from change. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the lesson to their own school.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a too-narrow answer."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote: **The narrator thinks service is presidential.** Explain why this is a trap and name it.

"A strong community begins when people decide to contribute."

I CAN | I can explain why one character's view is not the whole theme.

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Grade 4 · Cluster 2 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme against a too-narrow answer."

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

"One character's view, too narrow means the answer stops at one person's idea instead of the lesson from the whole change."

▶ Students name the trap and revise the answer into a global life lesson.

ANSWER KEY: One character's view, too narrow. The narrator's first idea is not the final lesson.

CHECK FOR UNDERSTANDING

Ask students to prove the narrator changes with an ending line.

COMMON MISCONCEPTION

Students may accept the trap because the narrator says it. Look at the whole arc, not one view.

POSSIBLE STUDENT QUESTION

How do you fix it? Say what the story teaches about who can serve.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme from change. Keep the demand at this level.

RAISE THE THINKING

Ask students to add the narrator's final action to the corrected theme.

Find the theme on your own.

Write what the narrator believes at first. Then write the changed view and a theme in a full sentence. Copy one line as evidence.

Go back to the reading.
Write the narrator's first view.
Write the changed view and a theme. Copy one proof line.

I CAN | I can trace a character's change and turn it into a theme with evidence.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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.

“First view, changed view, theme, then one line that proves the change.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE This is the narrator's first view. She thinks service should sound presidential, but that view will change.

CHOOSE A. People can serve others through small, thoughtful actions. B is Topic word, not theme, and C is Too narrow.

SHOW At first, the narrator thinks service belongs to presidents and adults. Later, she realizes children can help too and sits with a new student. This shows that small actions can strengthen a community.

OWN Answers vary. Example: Anyone can strengthen a community by noticing a need and choosing to help.

DEFEND One character's view, too narrow. This tells what the narrator thinks at first, but the narrator changes and learns that anyone can serve.

YOUR TURN First view: service sounds presidential. Changed view: service can start anywhere. Theme: Anyone can strengthen a community by choosing to help. Line: I learned that service can start anywhere.

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.

"If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. ... I learned that service can start anywhere."

Which statement best describes a theme of the interview?

- A** The narrator interviews Grandpa for a school project.
- B** Service is a word the narrator writes in a notebook.
- C** Anyone can strengthen a community by choosing to help.
- D** The narrator should become a president someday.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because service is repeated, but a topic word is not a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A The narrator interviews Grandpa for a school project.**
Too narrow. It describes one event, not the lesson from the narrator's change.
- B Service is a word the narrator writes in a notebook.**
Topic word, not theme. It names a repeated word, not a life lesson.
- C Anyone can strengthen a community by choosing to help. Correct.**
Correct. The narrator learns service can start anywhere and welcomes a student at lunch.
- D The narrator should become a president someday.**
One character's view, too narrow. The story does not say the narrator should become president.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

When two stories share a theme, each story supports the lesson in its own way.

The best shared theme fits both whole stories, not one detail.

Use evidence from both stories before choosing a shared theme.

THIS WEEK'S FOCUS

Theme

from “Dream and Serve”

This week we compare **Dream** and **Serve**. Both stories show people making a hopeful idea real through action. STAAR asks: **What theme do both stories share?** Trap this week: **Plausible life lesson, unsupported**. Also watch for **One poem only, too narrow** and **Topic word, not theme**.

This deck teaches **compare themes across two stories** 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 compare Dream and Serve to find a theme they share.”

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

“A shared theme must fit both whole stories, so we will prove it with one detail from each.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 2 Module 4 . a class or student copy of “Dream” and “Serve” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what two stories can share besides a topic.

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 idea shared by two stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice a shared idea.

Read the line from **Dream**. What action turns a hopeful idea into something real?

"Perhaps that was how a dream moved forward."

I CAN | I can notice how a character turns a belief into an action.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Monday

TEKS 4.8(A) · Theme · 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 an idea shared by two stories."

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

"Look for the idea, then look for a matching action in the other story."

▶ Students write the action from Dream and name a possible matching action from Serve.

ANSWER KEY: Dream shows a hopeful idea becoming real through an action at school.

CHECK FOR UNDERSTANDING

Ask what the narrator does at school.

COMMON MISCONCEPTION

Students may name only the setting. We need an idea that can connect both stories.

POSSIBLE STUDENT QUESTION

Is school the shared theme? No. It is one setting in Dream.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a shared theme idea. Keep the demand at this level.

RAISE THE THINKING

Ask which Serve line matches this action.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme shared by two stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the shared theme.

Which statement best describes a theme shared by both **Dream** and **Serve**?

"A strong community begins when people decide to contribute."

A The stories include famous speeches • **B** Small actions can help people build stronger communities • **C** People should always agree with one another

I CAN | I can check that a theme is supported by both whole stories.

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Grade 4 · Cluster 2 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme shared by two stories."

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

"A shared theme must fit both stories and teach a life lesson, not just name something they include."

▶ Students choose, then write one supporting detail from each story.

ANSWER KEY: B. Small actions can help people build stronger communities.

CHECK FOR UNDERSTANDING

Ask which choice can be true beyond these two stories.

COMMON MISCONCEPTION

Students may pick the speech because it appears in both. A repeated topic is not automatically a theme.

POSSIBLE STUDENT QUESTION

How do you test a shared theme? Prove it with one detail from each story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to state the shared lesson without naming either story.

TODAY'S THINKING JOB

SHOW

"I can compare evidence from two stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show evidence from both stories.

How do both stories support the theme that small actions can help people build stronger communities?

"Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day."

I CAN | I can explain how each story supports the same theme in a different way.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 compare evidence from two stories."

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

"Use one action from each story. The two actions should point to the same lesson."

▶ Students make a two-column note with one proof detail from Dream and one from Serve.

ANSWER KEY: Dream shows the narrator including James. Serve shows service beginning with a small choice to help.

CHECK FOR UNDERSTANDING

Ask for one detail from each story, not two from one story.

COMMON MISCONCEPTION

Students may explain only Dream. A shared theme needs support from both stories.

POSSIBLE STUDENT QUESTION

Can one story prove a shared theme? It helps, but both stories are needed.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the two narrators' actions are alike.

TODAY'S THINKING JOB

OWN

"I can write a shared theme and support it with both texts."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the shared theme.

Write one theme that fits both stories. Then write one supporting detail from **Dream** and one from **Serve**.

"A better world begins when we stop asking only what we can receive and start asking, What can I give?"

I CAN | I can write a life lesson that fits two whole stories, not one detail.

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Grade 4 · Cluster 2 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a shared theme and support it with both texts."

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

"Find the lesson both narrators carry into everyday life, then prove it twice."

▶ Students write one theme and two proof details, labeling each story.

ANSWER KEY: Example: Communities grow stronger when ordinary people choose to help and include others.

CHECK FOR UNDERSTANDING

Ask whether the theme fits both endings.

COMMON MISCONCEPTION

Students may write a theme about speeches only. Check for a lesson supported by both actions.

POSSIBLE STUDENT QUESTION

What if a theme fits Dream but not Serve? It cannot be the shared theme.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the theme to their own community.

TODAY'S THINKING JOB

DEFEND

"I can defend a shared theme with two-text evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend the shared theme.

A student wrote: **Everyone should become a leader.** Explain why this is a trap and name it.

"Service begins when you decide that you can be part of the solution."

I CAN | I can explain why a plausible lesson is unsupported by both stories.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a shared theme with two-text evidence."

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

"Plausible life lesson, unsupported means the answer sounds wise but the texts do not prove it."

▶ Students name the trap and replace it with a shared theme supported by both stories.

ANSWER KEY: Plausible life lesson, unsupported. The stories teach contribution, not that everyone must lead.

CHECK FOR UNDERSTANDING

Ask students to show why the narrator's small action matters more than becoming a leader.

COMMON MISCONCEPTION

Students may accept the trap because helping sounds like leadership. The texts do not make that claim.

POSSIBLE STUDENT QUESTION

How do you test this trap? Find proof in both stories, not just a general idea.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the trap into a true shared theme.

Find the shared theme on your own.

Write one theme that fits both stories. Copy one supporting line from Dream and one from Serve.

Read both stories again.
Write the shared theme.
Copy one line from each story that supports it.

I CAN | I can compare two stories and support a shared theme with evidence from both.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · 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.

“Name the shared lesson, then prove it with one line from each story.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The narrator starts at school by including **people**. This connects to *Serve*, where service begins with a small choice to help.

CHOOSE B. Small actions can help people build stronger communities. A is Topic word, not theme, and C is Plausible life lesson, unsupported.

SHOW In *Dream*, the narrator welcomes James at lunch. In *Serve*, the narrator learns that helping one person counts as service and sits with a new student. Both show ordinary choices strengthening community.

OWN Answers vary. Example: Communities grow stronger when ordinary people choose to help and include others. *Dream*: the narrator invites James to sit down. *Serve*: service can start anywhere.

DEFEND Plausible life lesson, unsupported. Both stories show ordinary people helping, but neither says everyone must become a leader.

YOUR TURN Answers vary. Theme: Ordinary people can strengthen communities through thoughtful choices. *Dream* line: You can sit here! *Serve* line: I learned that service can start anywhere.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"I can include people. ... A strong community begins when people decide to contribute. ... It can start in a country, a community, a school, or even at one table in the cafeteria."

Which statement best describes a theme shared by both stories?

A Ordinary people can strengthen communities through thoughtful choices.

B Famous speeches are important parts of history.

C People should always travel to help others.

D The narrators both interview their grandfathers.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because travel sounds helpful, but both stories show that service can begin close to home.

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.

THEME

The answer is A.

- A Ordinary people can strengthen communities through thoughtful choices. Correct.**
Correct. Dream shows inclusion at school, and Serve shows service beginning with an everyday choice to help.
- B Famous speeches are important parts of history.**
Topic word, not theme. Speeches appear, but they are not the shared life lesson.
- C People should always travel to help others.**
Plausible life lesson, unsupported. Serve includes faraway work, but both stories value help close to home too.
- D The narrators both interview their grandfathers.**
One story only, too narrow. Only Serve has an interview, and this is a plot fact, not a shared theme.

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Grade 4 · Cluster 2 · Theme

TEKS 4.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is the subject a poem names, such as Texas or war.

The theme is the larger life lesson the whole poem teaches.

Use the poem's lines to prove that the theme fits beyond one event.

THIS WEEK'S FOCUS

Theme

from “A Lone Star Choice”

This poem follows Texas through a choice, a conflict, and lasting change. A **theme** is the lesson, not just the topic. STAAR asks: **What theme does the poet express in the poem?** Trap this week: **Topic word, not theme.**

This deck teaches **find a theme in a poem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Theme

TEKS 4.8(A) • Theme • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will find a theme in a poem. The topic names the subject, while the theme teaches a lesson.”

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

“We will follow a choice through its effects and use the poem's lines as proof.”

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

PREP & MATERIALS: the Theme 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 name a topic and turn it into a life lesson.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a possible theme in a poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the poem's bigger idea.

Read the line. What topic does it name, and what bigger lesson might the poem teach?

"For Texas, the choice had shaped its way,"

I CAN | I can look past a topic word to find the poem's life lesson.

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Grade 4 · Cluster 3 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a possible theme in a poem."

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

"A poem may name a place, but the theme teaches something people can use in life."

▶ Students write the topic in one or two words and circle the words that hint at a lesson.

ANSWER KEY: Topic: Texas's choice. Hint: the choice shaped its way.

CHECK FOR UNDERSTANDING

Ask which words point beyond Texas to a broader lesson.

COMMON MISCONCEPTION

Students may write Texas as the theme. Texas is the topic, not a life lesson.

POSSIBLE STUDENT QUESTION

Can Texas be the theme? No. It is the subject the poem discusses.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poem's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the hint into a full lesson.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that fits a whole poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the poem's theme.

What theme does the poet express in the poem? Choose the statement that fits the whole poem.

"Texas joined the U.S., a choice that stayed."

A Texas became part of the U.S. • **B** A war changed the map. • **C** Choices can change the course of history.

I CAN | I can choose a life lesson instead of a topic word or event.

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Grade 4 • Cluster 3 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 theme that fits a whole poem."

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

"Ask whether the choice sounds like a lesson someone could use beyond this poem."

▶ Students choose privately, then mark the topic or event in each wrong choice.

ANSWER KEY: C. Choices can change the course of history.

CHECK FOR UNDERSTANDING

Ask why Texas is not a theme.

COMMON MISCONCEPTION

Students may choose the event about joining the U.S. because it is important. An event is not the theme.

POSSIBLE STUDENT QUESTION

What makes C a theme? It teaches a lesson that can apply to many situations.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a poem's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the theme without using Texas or the U.S.

TODAY'S THINKING JOB

SHOW

"I can show how poem lines support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme with poem evidence.

Explain how two parts of the poem support the theme that choices can change the course of history.

"But its effects were strong and vast."

I CAN | I can connect more than one detail to the poem's life lesson.

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Grade 4 · Cluster 3 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 poem lines support a theme."

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

"Use one line about the choice and one line about what followed it."

▶ Students write two evidence phrases and explain how each points to lasting effects.

ANSWER KEY: Joining the U.S. led to war and changed the map, showing that choices have lasting effects.

CHECK FOR UNDERSTANDING

Ask for one detail about the choice and one detail about its results.

COMMON MISCONCEPTION

Students may repeat the theme without proof. Ask for exact words from the poem.

POSSIBLE STUDENT QUESTION

Why use two details? One shows the choice, and one shows what the choice changed.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which line shows the widest effect of the choice.

TODAY'S THINKING JOB

OWN

"I can write a theme in my own words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the poem's lesson.

Write a theme for the whole poem in a full sentence. Do not name only Texas, war, or the map.

"Changing the map and passing the test."

I CAN | I can write a global lesson that fits the poem from beginning to end.

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Grade 4 · Cluster 3 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme in my own words."

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

"Start with the poem's topic, then ask what it teaches about choices and results."

▶ Students write a full theme sentence and underline the part that makes it a life lesson.

ANSWER KEY: Example: Important choices can affect many people and shape what happens next.

CHECK FOR UNDERSTANDING

Ask whether the theme could fit a different story about a major choice.

COMMON MISCONCEPTION

Students may summarize the war. A summary tells events; a theme tells the lesson.

POSSIBLE STUDENT QUESTION

Does a theme need to name Texas? No. It should reach beyond the poem's details.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme independently. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect their theme to a choice in real life.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme and name a trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the topic trap.

A student wrote: **Texas**. Explain why this answer is a trap and name the trap.

"Its story still helps people see"

I CAN | I can explain why a topic word does not answer a theme question.

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Grade 4 · Cluster 3 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme and name a trap."

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

"A topic names the subject. A theme explains what the subject teaches."

▶ Students name the trap, then revise Texas into a full theme sentence.

ANSWER KEY: Topic word, not theme. Texas is a subject, not a lesson.

CHECK FOR UNDERSTANDING

Ask students to add a lesson to the topic word.

COMMON MISCONCEPTION

Students may accept Texas because it appears often. Repetition does not turn a topic into a theme.

POSSIBLE STUDENT QUESTION

What question can expose this trap? Ask, What does the poem teach about it?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a poem's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to repair the trap with evidence from two lines.

Find the poem's theme on your own.

Write the topic in one or two words. Then write the theme in a full sentence and copy one line that supports it.

Read the poem again.
Write the topic in one or two words.
Write the theme in a full sentence and copy one supporting line.

I CAN | I can tell the topic from the theme and support the theme with a poem line.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Name the topic first, then write the bigger lesson and your proof line."

▶ 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 topic is Texas and its choice. The words shaped its way hint that choices can change what happens later.

CHOOSE C. Choices can change the course of history. A and B name events or topics, not a life lesson.

SHOW Texas chose to join the U. S., and the poem says the choice led to war and changed the map. Those effects show that choices can reshape history.

OWN Answers vary. Example: Important choices can affect many people and shape what happens next.

DEFEND Topic word, not theme. Texas is what the poem is about, but it does not state a lesson about life.

YOUR TURN Answers vary. Topic: choices. Theme: Important choices can shape history and affect many people. Line: How choices reshape history.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“In 1845, a change was made, ... Its story still helps people see How choices reshape history.”

Which statement best describes a theme of the poem?

A Texas joined the U.S. in 1845.

B Wars always lead to good results.

C Maps show how countries are arranged.

D Important choices can change history.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it tells an important event, but an event is not the poem's global lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is D.

- A Texas joined the U.S. in 1845.**
Topic word, not theme. This is an event from the poem, not a life lesson.
- B Wars always lead to good results.**
Too broad. The poem shows effects of one war, not that all wars have good results.
- C Maps show how countries are arranged.**
Topic word, not theme. The map is one detail, not the poem's lesson.
- D Important choices can change history. Correct.**
Correct. The choice led to conflict, changed the map, and shaped Texas's future.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A theme needs evidence from more than one part of a poem.

A line can support a theme when its meaning connects to the whole poem.

Do not choose lines only because they repeat a word from the theme.

THIS WEEK'S FOCUS

Theme*from “A Lone Star Choice”*

This week we trace lines that build the theme of **A Lone Star Choice**. STAAR asks: **Which lines best support the theme of the poem?** Trap this week: **Word association from the lines.**

This deck teaches **use lines to support a poem's theme** 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 find the lines that build a poem's theme.”

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

“Strong evidence supports the lesson by meaning, not just by repeating a word from the theme.”

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

PREP & MATERIALS: the Theme 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 how a line can prove a theme.

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 line that supports a poem's theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice a line that carries meaning.

Read the line. What does it reveal about the choice and its importance?

"Leaders talked both day and night,"

I CAN | I can connect a line's meaning to the poem's larger lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a line that supports a poem's theme."

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

"Do not grab a line just because it shares a word. Explain what the line means."

▶ Students paraphrase the line and connect it to a possible theme.

ANSWER KEY: The leaders' discussion shows that the choice was serious and needed thought.

CHECK FOR UNDERSTANDING

Ask what the leaders were doing and why it matters.

COMMON MISCONCEPTION

Students may pick a line with the word choice without explaining its meaning.

POSSIBLE STUDENT QUESTION

Does the word choice alone prove a theme? No. The whole line must support the lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which later line shows what happened after the discussion.

TODAY'S THINKING JOB

CHOOSE

"I can choose lines that support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the strongest supporting lines.

Which lines best support the theme of the poem? Choose the pair that shows a decision and its lasting effects.

"In 1845, a change was made,"

A Texas joined the U.S. ... The choice before them was not small, • **B** Texas stood beneath wide skies. ... A young republic in people's eyes. • **C** Leaders talked both day and night, ... About joining the U.S.

I CAN | I can choose evidence by meaning, not just by shared words.

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Grade 4 · Cluster 3 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 lines that support a theme."

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

"The strongest evidence helps us see the lesson develop, not just a detail or repeated word."

▶ Students choose, then underline the words that show a serious decision.

ANSWER KEY: A. The lines show the choice and its lasting effect on people.

CHECK FOR UNDERSTANDING

Ask why the wide skies do not prove the theme.

COMMON MISCONCEPTION

Students may choose C because it includes joining. A stronger pair connects the choice to its effect on people.

POSSIBLE STUDENT QUESTION

What makes evidence strong? It explains how the theme grows across the poem.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain how the two quoted lines connect the choice to its effect on people.

TODAY'S THINKING JOB

SHOW

"I can explain how lines build a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how lines build the theme.

How do the lines about the decision and its effects support the theme that important choices can change history?

"The choice before them was not small,"

I CAN | I can connect an early line and a later line to the same lesson.

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Grade 4 · Cluster 3 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 explain how lines build a theme."

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

"Follow the poem's path: decision first, result later."

▶ Students make two notes, one for the decision and one for its effect, then link them.

ANSWER KEY: The choice was serious, and its effects changed land and history.

CHECK FOR UNDERSTANDING

Ask students to name one line from before and one from after the choice.

COMMON MISCONCEPTION

Students may explain only that the poem mentions Texas. Require a decision and an effect.

POSSIBLE STUDENT QUESTION

Why do we need lines from two parts? They show the choice and what followed it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the ending changes the meaning of the earlier discussion.

TODAY'S THINKING JOB

OWN

"I can write a theme and support it with lines."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the theme with proof.

Write a theme for the whole poem. Then name two lines that support it and explain their connection.

"Its story still helps people see"

I CAN | I can explain why evidence fits the whole poem, not one stanza.

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Grade 4 · Cluster 3 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 write a theme and support it with lines."

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

"Choose a lesson first. Then select lines that show the lesson developing."

▶ Students write a theme, copy two short lines, and explain how the lines work together.

ANSWER KEY: Example: Choices made by leaders can affect many people and change history.

CHECK FOR UNDERSTANDING

Ask how each chosen line supports the same lesson.

COMMON MISCONCEPTION

Students may list two lines without explaining them. Evidence needs a connection to the theme.

POSSIBLE STUDENT QUESTION

Can two lines be enough? Yes, if they show the theme clearly and come from meaningful parts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about building a theme with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to find an additional line that strengthens their proof.

TODAY'S THINKING JOB

DEFEND

"I can defend evidence by explaining its meaning."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against word association.

A student chose the line **With soldiers marching under open skies.** because the theme says history can change. Explain why that is a trap.

"With soldiers marching under open skies."

I CAN | I can reject a line that only shares a word or image with a theme.

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Grade 4 · Cluster 3 · Theme · Friday

TEKS 4.8(A) · Theme · 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 evidence by explaining its meaning."

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

"Word association means a line sounds connected because of one word, but its meaning does not prove the lesson."

▶ Students name the trap and replace the line with one that shows a decision or its result.

ANSWER KEY: Word association from the lines. The image of open skies does not prove the theme.

CHECK FOR UNDERSTANDING

Ask what the line actually tells us about soldiers.

COMMON MISCONCEPTION

Students may choose the line because history and soldiers feel related. Ask what lesson the line proves.

POSSIBLE STUDENT QUESTION

What should I ask about a possible proof line? What does this line show about the theme?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending evidence choices. Keep the demand at this level.

RAISE THE THINKING

Ask students to defend a better line using its meaning.

Find the strongest lines on your own.

Write a theme for the poem. Copy two lines that support it and explain how each line helps prove the theme.

Read the poem again.
Write the theme.
Copy two supporting lines and explain what each one proves.

I CAN | I can support a poem's theme with lines chosen for meaning, not word association.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · 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 lesson, copy two lines, and explain how their meanings connect.”

▶ 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 line shows that the choice required serious discussion. It supports the idea that important choices need thought.

CHOOSE A. These lines name the decision and connect it to the poem's lesson about its effects on people. B describes the setting, and C shows discussion before the choice without its lasting effects.

SHOW The poem first shows people considering a choice, then shows that the choice led to war and changed the map. Together, the lines show that choices can reshape history.

OWN Answers vary. Example: Choices made by leaders can affect many people and change history. The discussion lines show the decision, and the ending lines show its effects.

DEFEND Word association from the lines. The word skies does not explain how choices change history. The line mainly describes soldiers moving.

YOUR TURN Answers vary. Theme: Important choices can reshape history. Lines: The choice before them was not small, and How choices reshape history. These lines show that the decision had lasting importance.

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 joined the U.S., a choice that stayed. ... The choice before them was not small, Since it could affect the lives of all.”

Which lines best support the theme that important choices can affect many people and change history?

A Leaders talked both day and night, ... About joining the U.S. and what was right.

B Texas stood beneath wide skies. ... A young republic in people’s eyes.

C Texas joined the U.S. ... affect the lives of all.

D With soldiers marching under open skies. ... Each side showing who they are.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because soldiers and history seem connected, but the line does not explain the poem's lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A** **Leaders talked both day and night, ... About joining the U.S. and what was right.**
Too narrow. These lines show discussion before the choice, but not its lasting effects.
- B** **Texas stood beneath wide skies. ... A young republic in people's eyes.**
Word association from the lines. The wide skies describe the setting, not the poem's lesson.
- C** **Texas joined the U.S. ... affect the lives of all. **Correct.****
Correct. The first quoted fragment names the choice, and the ending fragment explains that it could affect everyone's lives.
- D** **With soldiers marching under open skies. ... Each side showing who they are.**
Word association from the lines. Soldiers and skies appear, but these lines do not explain the choice's effects.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A drama's theme is the lesson shown through dialogue and events.

A setting or event can be important without being the theme.

Look across the whole drama to see what the characters learn.

THIS WEEK'S FOCUS

Theme

from “Making It Happen”

In **Making It Happen**, people turn ideas into reality through effort and support. STAAR asks: **What is a theme of the drama?** Trap this week: **Setting or event, not theme.**

This deck teaches **find a theme in a drama** 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 find a theme in the drama Making It Happen.”

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

“We will look across several scenes to separate the lesson from the settings and events.”

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

PREP & MATERIALS: the Theme 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 how an event can support a theme without being the theme.

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 theme in a drama."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the drama's lesson.

Read the line. What does it suggest about how ideas become real?

"It wasn't just the bracelets. It was the support too."

I CAN | I can use a character's words to notice a lesson that fits the whole drama.

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Grade 4 · Cluster 3 · Theme · Monday

TEKS 4.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a theme in a drama."

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

"Dialogue can reveal a lesson when it connects to what happens across the drama."

▶ Students write the idea in the line and name one other scene that supports it.

ANSWER KEY: Support, not just the product, helped the business grow.

CHECK FOR UNDERSTANDING

Ask what helped the bracelets become successful.

COMMON MISCONCEPTION

Students may write bracelets as the theme. That is a story detail, not a lesson.

POSSIBLE STUDENT QUESTION

Can bracelets be the theme? No. They are one example in the drama.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a drama's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect this line to Mr. Patel's experience.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme for a whole drama."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the drama's theme.

What is a theme of the drama? Choose a lesson supported by the classroom, store, and fair scenes.

"People may have great ideas, but support helps those ideas become reality."

A The students walk home after school. • **B** The class visits a community fair. • **C** People can turn ideas into reality through effort and support.

I CAN | I can choose a life lesson instead of a setting or event.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme for a whole drama."

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

"A theme is a lesson. A place or event can help show the lesson, but it is not the lesson itself."

▶ Students choose, then label the setting or event in each choice that is not a lesson.

ANSWER KEY: C. People can turn ideas into reality through effort and support.

CHECK FOR UNDERSTANDING

Ask students to explain why the fair is evidence, not a theme.

COMMON MISCONCEPTION

Students may choose the fair because it is a major scene. A theme must explain what the scene teaches.

POSSIBLE STUDENT QUESTION

What is wrong with A? It tells where the characters go, not what the drama teaches.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about sorting drama themes and details. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the fair event into evidence for the actual theme.

TODAY'S THINKING JOB

SHOW

"I can explain how drama details support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme across scenes.

How do the people in the drama show that effort and support can help ideas become real?

"With effort, opportunity, and help from others, those ideas can grow into something meaningful."

I CAN | I can connect examples from several scenes to one lesson.

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Grade 4 · Cluster 3 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 explain how drama details support a theme."

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

"Use more than one example so your theme fits the whole drama."

▶ Students list one example from Mr. Patel and one from the fair, then explain the shared lesson.

ANSWER KEY: Mr. Patel and the students turn ideas into real work with effort and support.

CHECK FOR UNDERSTANDING

Ask for evidence from two different scenes.

COMMON MISCONCEPTION

Students may name only the loan. Ask how other characters show the same idea.

POSSIBLE STUDENT QUESTION

Why use several scenes? The theme must fit the whole drama, not one event.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing a drama's theme. Keep the demand at this level.

RAISE THE THINKING

Ask which character's support is most important and why.

TODAY'S THINKING JOB

OWN

"I can write a theme for a drama in my own words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the drama's lesson.

Write a theme for the whole drama in a full sentence. Include the ideas of effort, support, or persistence if they fit your evidence.

"Most successful businesses have people supporting them behind the scenes."

I CAN | I can write a lesson that fits the characters, examples, and ending.

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Grade 4 · Cluster 3 · Theme · Thursday

TEKS 4.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme for a drama in my own words."

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

"Look across the drama: artists, business owners, and students all need action and support."

▶ Students write a theme and add two scene details that prove it.

ANSWER KEY: Example: Good ideas can grow when people work hard and accept support from others.

CHECK FOR UNDERSTANDING

Ask whether the theme fits both Mr. Patel and the students.

COMMON MISCONCEPTION

Students may summarize the fair. A theme is what the event teaches.

POSSIBLE STUDENT QUESTION

Does the theme need to mention a business? No. It should apply to other ideas too.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a drama theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect their theme to a personal goal.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a setting or event trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the detail trap.

A student wrote: **The community fair happens at school.** Explain why it is a trap and name the trap.

"A few days later, the school hosts a community fair."

I CAN | I can explain why a scene detail is not the drama's global lesson.

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Grade 4 · Cluster 3 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme against a setting or event trap."

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

"A setting or event may carry evidence, but a theme says what the whole drama teaches."

▶ Students name the trap and rewrite the event as evidence for a true theme.

ANSWER KEY: Setting or event, not theme. The fair helps show support, but it is not the lesson.

CHECK FOR UNDERSTANDING

Ask what the characters learn at the fair.

COMMON MISCONCEPTION

Students may accept the event because it is a major scene. Importance does not make it a theme.

POSSIBLE STUDENT QUESTION

How can the fair help? It gives examples of support, which points to the theme.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a drama theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the event into a full life lesson.

Find the drama's theme on your own.

Write the theme of the drama in a full sentence. Copy one line from the drama and explain how it supports your theme.

Read the drama again.
Write the theme in a full sentence.
Copy one supporting line and explain it.

I CAN | I can identify a drama's theme and support it with dialogue or narration.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · 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.

"Name the lesson, then prove it with dialogue or narration from the drama."

▶ 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 line suggests that support helped the business grow. The drama may teach that people often need help to turn ideas into reality.

CHOOSE C. People can turn ideas into reality through effort and support. A and B name settings or events, not a lesson.

SHOW Mr. Patel works through slow business with help from his family, customers, and bank. At the fair, students also get help with their projects. These examples support the theme.

OWN Answers vary. Example: Good ideas can grow when people work hard and accept support from others.

DEFEND Setting or event, not theme. The fair is where characters show support, but the event itself is not a life lesson.

YOUR TURN Answers vary. Theme: Ideas grow through effort and support. Line: People may have great ideas, but support helps those ideas become reality.

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.

“People may have great ideas, but support helps those ideas become reality. ... With effort, opportunity, and help from others, those ideas can grow into something meaningful.”

Which statement best describes a theme of the drama?

- A** The class meets in a classroom and at a fair.
- B** People can make ideas succeed through effort and support.
- C** Mr. Patel gets a loan from a bank.
- D** Every new idea will become successful quickly.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it names places in the drama, but a setting is not a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is B.

- A** **The class meets in a classroom and at a fair.**
Setting or event, not theme. These are places and events, not the drama's lesson.
- B** **People can make ideas succeed through effort and support. **Correct.****
Correct. The drama shows artists, businesses, and students using effort and support to grow ideas.
- C** **Mr. Patel gets a loan from a bank.**
Setting or event, not theme. The loan is one example of support in one character's story.
- D** **Every new idea will become successful quickly.**
Opposite. Mr. Patel says success rarely happens overnight, and the drama shows challenges.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

An ending can show what characters understand after a conflict or challenge.

A theme must fit the whole drama, including how the problem ends.

A general saying is not a theme unless this drama supports it.

THIS WEEK'S FOCUS

Theme

from “Making It Happen”

This week we use the ending of **Making It Happen** to confirm its theme about ideas, determination, and support. STAAR asks: **How does the ending help develop the theme?** Trap this week: **Generic moral that fits many stories.**

This deck teaches **use the ending to find a theme** 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 use the ending of Making It Happen to confirm the drama's theme.”

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

“The ending gathers the lesson, so we will connect it to the challenges and support shown earlier.”

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

PREP & MATERIALS: the Theme 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 how an ending can reveal what a story teaches.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how an ending develops a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice what the ending teaches.

Read the ending line. What lesson does it make clear about accomplishments?

"Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen."

I CAN | I can use the final words to check what the whole drama teaches.

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Grade 4 · Cluster 3 · Theme · Monday

TEKS 4.8(A) · Theme · 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 how an ending develops a theme."

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

"The ending often gathers the lesson from earlier scenes. Ask what changed or became clear."

▶ Students underline the idea and the help in the ending, then state the lesson in their own words.

ANSWER KEY: Small ideas can become accomplishments with help from others.

CHECK FOR UNDERSTANDING

Ask what two things the ending connects: an idea and a helper.

COMMON MISCONCEPTION

Students may write success as the theme. That is too general without the drama's specific support.

POSSIBLE STUDENT QUESTION

Does the ending say that every goal is easy? No. It shows ideas growing through help and effort.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an ending's message. Keep the demand at this level.

RAISE THE THINKING

Ask how the ending connects to Mr. Patel's earlier struggle.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme supported by a drama's ending."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme the ending confirms.

How does the ending help develop the theme? Choose the statement that matches the whole drama and its final idea.

"Those ideas may take years to develop."

A Ideas grow through time, effort, and support. • **B** Always believe in yourself. • **C** The students plan a small business at a picnic table.

I CAN | I can reject a general saying and choose the lesson this drama proves.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme supported by a drama's ending."

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

"A strong theme uses the ending as proof and also fits the earlier scenes."

▶ Students choose, then point to one earlier scene that matches the ending.

ANSWER KEY: A. Ideas grow through time, effort, and support.

CHECK FOR UNDERSTANDING

Ask which words in the ending show that growth takes time or help.

COMMON MISCONCEPTION

Students may pick a familiar saying because it sounds wise. Ask whether the drama actually proves it.

POSSIBLE STUDENT QUESTION

What makes a moral generic? It could fit almost any story without using this drama's evidence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about using an ending to choose a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to compare the ending with the community fair scene.

TODAY'S THINKING JOB

SHOW

"I can explain how an ending develops a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how the ending develops the theme.

How does the ending build on the characters' earlier challenges to show that ideas need time, effort, and support?

"With effort, opportunity, and help from others, those ideas can grow into something meaningful."

I CAN | I can connect the final lesson to the conflict and examples that came before it.

The Writing Academy®, LLC

Grade 4 · Cluster 3 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 explain how an ending develops a theme."

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

"Compare the challenge in the middle with the understanding at the end."

▶ Students write one earlier challenge and one ending idea, then explain how the ending answers it.

ANSWER KEY: Mr. Patel's challenge shows the work, and the ending explains how effort and help let ideas grow.

CHECK FOR UNDERSTANDING

Ask how the ending changes the idea of success from quick to gradual.

COMMON MISCONCEPTION

Students may only quote the final line. Require a connection to an earlier challenge.

POSSIBLE STUDENT QUESTION

Why connect the ending to the conflict? The ending shows what the struggle means.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining an ending's role. Keep the demand at this level.

RAISE THE THINKING

Ask which earlier character best prepares us for the final lesson.

TODAY'S THINKING JOB

OWN

"I can write a theme and explain how the ending supports it."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the ending's lesson.

Write a theme for the whole drama and explain how the ending confirms it. Use one earlier detail as well.

"Some students dream of becoming artists."

I CAN | I can use the ending and an earlier challenge to prove a drama's lesson.

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Grade 4 · Cluster 3 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme and explain how the ending supports it."

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

"The ending gives the final clue, but your proof should include the journey before it."

▶ Students write a theme, quote the ending, and add one earlier detail that prepares for it.

ANSWER KEY: Example: Meaningful accomplishments grow from small ideas when people persist and accept support.

CHECK FOR UNDERSTANDING

Ask whether the theme explains both the challenge and the ending.

COMMON MISCONCEPTION

Students may write a slogan such as never give up. Ask what specific support the drama shows.

POSSIBLE STUDENT QUESTION

How is a theme different from a slogan? A theme must be supported by this drama's details.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from an ending. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the theme to a goal they have seen grow.

TODAY'S THINKING JOB

DEFEND

"I can defend a text-supported theme against a generic moral."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a generic moral.

A student wrote: **Always believe in yourself.** Explain why this is a trap and name the trap.

"People may have great ideas, but support helps those ideas become reality."

I CAN | I can explain why a wise-sounding statement may not fit this drama.

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Grade 4 · Cluster 3 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a text-supported theme against a generic moral."

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

"A generic moral sounds wise but could fit almost any story. Use the ending to find this drama's exact lesson."

▶ Students name the trap and revise the moral to include the drama's evidence about support and effort.

ANSWER KEY: Generic moral that fits many stories. This drama teaches a more specific lesson about ideas, effort, and support.

CHECK FOR UNDERSTANDING

Ask which word or idea is missing from the trap: support, effort, or time.

COMMON MISCONCEPTION

Students may accept the trap because characters believe in ideas. The whole lesson includes more than belief.

POSSIBLE STUDENT QUESTION

How do you test a generic moral? Ask what exact details from this drama prove it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an ending-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to repair the moral using the final scene.

Find the ending's theme on your own.

Write a theme for the drama. Copy one ending line and one earlier line that show how the theme develops.

Read the drama's ending again.
Write the theme.
Copy one ending line and one earlier line that support it.

I CAN | I can use an ending and earlier evidence to explain a drama's theme.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · 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.

“Use the ending as your final clue, then connect it to an earlier challenge.”

▶ 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 ending says a small idea can grow into a big accomplishment when someone helps. It brings together ideas and support.

CHOOSE A. Ideas grow through time, effort, and support. B is a generic saying, and C names only one event.

SHOW Earlier, Mr. Patel faces slow business and worries about bills, but he keeps working with help. The ending broadens that example by saying small ideas can become accomplishments through help and effort.

OWN Answers vary. Example: Meaningful accomplishments grow from small ideas when people persist and accept support. The ending says accomplishments start small, and Mr. Patel's story shows him continuing through challenges.

DEFEND Generic moral that fits many stories. The drama does value belief, but its ending specifically shows ideas growing through effort and help from others.

YOUR TURN Answers vary. Theme: Small ideas can grow into meaningful accomplishments through effort and support. Ending line: But every accomplishment begins somewhere. Earlier line: Success rarely happens overnight.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Those ideas may take years to develop. ... Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen.”

How does the ending help develop the theme of the drama?

- A** It shows that small ideas can grow into accomplishments through time, effort, and support.
- B** It teaches that every person should start a business.
- C** It proves that success happens quickly when people have ideas.
- D** It shows that school fairs are the best place for new ideas.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds like good advice, but the ending teaches a more specific lesson about ideas, effort, and 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.

THEME

The answer is A.

A It shows that small ideas can grow into accomplishments through time, effort, and support. Correct.

Correct. The ending gathers the drama's examples of ideas growing through time, effort, and help.

B It teaches that every person should start a business.

Generic moral that fits many stories. The ending discusses accomplishments, not one required career or business.

C It proves that success happens quickly when people have ideas.

Opposite. The drama says ideas may take years and success rarely happens overnight.

D It shows that school fairs are the best place for new ideas.

Setting or event, not theme. The fair is one example, not the ending's life lesson.

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Grade 4 · Cluster 3 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about, in a word or two.

The theme is the lesson or message the story teaches, in a full sentence.

A strong theme fits the whole story, not just one place or fact.

THIS WEEK'S FOCUS

Theme

from “Four Regions, One Big Adventure”

A **topic** names what a story is about, like Texas regions. A **theme** is a lesson that fits the whole story, like **different places can all have value**. STAAR asks: **What is the theme, not the topic, of the story?** Trap this week: **Topic-adjacent statement as message**.

This deck teaches **finding a theme beyond the topic** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 4 • Theme

TEKS 4.8(A) • Theme • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will separate the topic from the theme. The topic is Texas regions. The theme is what the story teaches about differences and value.”

▶ 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 evidence from more than one region and watch for a topic-adjacent statement that sounds like a message but is only a fact.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 4 Module 1 . a class or student copy of “Four Regions, One Big Adventure” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to give the topic in two words and a theme in a full sentence.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a theme beyond the topic."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the bigger lesson.

Read the line. Notice how Xavier moves from seeing different regions to thinking about what they mean together.

"His mom explained that people in this region often work in mining and oil because of the natural resources found underground."

I CAN | I can notice when a text turns facts about a topic into a bigger lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Monday

TEKS 4.8(A) · Theme · 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 theme beyond the topic."

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

"The topic is regions. The theme explains what the story teaches about those regions."

▶ Students write the topic in two words, then circle the words that point to a lesson.

ANSWER KEY: Topic: Texas regions. Theme hint: different places can all be important.

CHECK FOR UNDERSTANDING

Ask what the word important adds to the facts about the regions.

COMMON MISCONCEPTION

Students may answer Texas regions. That names the topic, not the message.

POSSIBLE STUDENT QUESTION

Is each region being listed the theme? No. The lesson comes from how the regions are compared.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a theme beyond the topic. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the lesson without using Texas or region.

TODAY'S THINKING JOB

CHOOSE

"I can choose a lesson instead of a topic-adjacent statement."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme, not the topic.

STAAR asks: **What is the theme, not the topic, of the story?**

"Finally, they arrived at the Coastal Plains near the Gulf of Mexico."

A The four regions of Texas • **B** Different places can all be valuable • **C** Xavier travels with his family

I CAN | I can choose a theme that fits the whole trip.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 a lesson instead of a topic-adjacent statement."

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

"Ask whether the choice teaches something people can use beyond this trip."

▶ Students choose privately, then label A and C with the reason each is not a theme.

ANSWER KEY: B. Different places can all be valuable.

CHECK FOR UNDERSTANDING

Ask why A is topic-adjacent but still not the message.

COMMON MISCONCEPTION

Students may choose A because the regions appear in every paragraph. Repeated information can still be only the topic.

POSSIBLE STUDENT QUESTION

What makes B a theme? It is a full lesson that can apply to many places.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the theme instead of the topic. Keep the demand at this level.

RAISE THE THINKING

Ask students to name two regions that support B.

TODAY'S THINKING JOB

SHOW

"I can show how details support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme with evidence.

Explain how the story supports the theme that different places can all be valuable.

"The land looked wide and flat with rolling hills."

I CAN | I can connect facts from more than one region to one lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 details support a theme."

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

"Use evidence from at least two regions so your explanation fits the whole story."

▶ Students name one useful feature from two different regions and connect them to the theme.

ANSWER KEY: Different land and resources make each region valuable in its own way.

CHECK FOR UNDERSTANDING

Ask for evidence from a region other than the Great Plains.

COMMON MISCONCEPTION

Students may list facts without explaining the connection. Require a sentence about what the facts show.

POSSIBLE STUDENT QUESTION

Do all regions need the same features to be valuable? No. Each has different strengths.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the dry region can still be important.

TODAY'S THINKING JOB

OWN

"I can write a theme in my own words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the theme.

Write a theme for the whole story in a full sentence. Make sure it teaches more than a fact about Texas.

"As they headed home, Xavier rethought about what he had seen."

I CAN | I can write a lesson that fits every region in the story.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme in my own words."

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

"Start with the topic, then ask what the author wants readers to understand about it."

▶ Students write a theme, then underline the words that make it a life lesson.

ANSWER KEY: Example: Different places can have different strengths, and each can be important.

CHECK FOR UNDERSTANDING

Ask a student which two details prove the theme.

COMMON MISCONCEPTION

Students may write that Texas has four regions. That is a fact, not a lesson.

POSSIBLE STUDENT QUESTION

Does a theme need to name Texas? No. It should reach beyond the story's one setting.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme independently. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise a topic into a life lesson.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with text evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **Texas has four regions.** Explain why it is a trap and name the trap.

"Each region looked different, but all were important parts of Texas."

I CAN | I can explain why a topic-adjacent statement is not the story's message.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme with text evidence."

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

"A topic-adjacent statement may sound related, but it still must teach a lesson."

▶ Students name the trap, then revise the statement into a theme supported by the ending.

ANSWER KEY: Topic-adjacent statement as message. It gives a fact, not a life lesson.

CHECK FOR UNDERSTANDING

Ask students to point to the word important in the ending.

COMMON MISCONCEPTION

Students may call every related answer a theme. Check whether it says what readers can learn.

POSSIBLE STUDENT QUESTION

How can I repair the trap? Change the fact into a lesson about differences and value.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a stronger theme using the same topic.

Find the theme on your own.

Go back to the passage. Write the topic in one or two words. Then write a theme in a full sentence and copy one line that supports it.

Go back to the reading.
Write the topic in one or two words.
Write the theme in a full sentence and copy one support line.

I CAN | I can tell the topic from the theme and support the theme with a line from the text.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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.

"Topic first, then a full-sentence lesson, then one line that proves it."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The line compares all four regions and says **each matters**. It points toward the theme that differences do not make a place less valuable.

CHOOSE B. Different places can all be valuable. A is the topic, and C is one event, not the lesson.

SHOW The Great Plains have open land that supports ranching and farming, while the Coastal Plains have water, forests, beaches, and many jobs. The different details show that each region offers something useful.

OWN Answers vary. Example: Different places can have different strengths, and each can be important.

DEFEND Topic-adjacent statement as message. Texas having four regions is a fact near the topic, but it does not teach the lesson that different places can all matter.

YOUR TURN Answers vary. Topic: Texas regions. Theme: Different places can have different strengths, and each can be important. Line: Each region looked different, but all were important parts of Texas.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Their first stop was the Mountains and Basins in far West Texas. ... Finally, they arrived at the Coastal Plains near the Gulf of Mexico.”

Which statement best describes a theme of the story?

A Texas has four regions.

B Different places can have different strengths, and each can be important.

C Xavier takes a road trip with his family.

D The Coastal Plains are near the Gulf of Mexico.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the story teaches facts about four Texas regions.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is B.

- A Texas has four regions.**
Topic-adjacent statement as message. It gives a fact about the topic, not a lesson.
- B Different places can have different strengths, and each can be important. Correct.**
Correct. The story shows useful resources, land, and jobs in every region.
- C Xavier takes a road trip with his family.**
Too narrow. This describes the event, but it does not state what the story teaches.
- D The Coastal Plains are near the Gulf of Mexico.**
Topic-adjacent statement as message. This is one location fact, not a global lesson.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about, in a word or two.**The theme is a lesson that fits the whole story in a full sentence.****A character's words can reveal a theme when they connect to what happens across the text.**

THIS WEEK'S FOCUS

Theme

from “Four Regions, One Big Adventure”

The topic is Texas regions. The **theme** is the lesson Xavier learns as he sees them, such as **seeing something firsthand can deepen learning**. STAAR asks: **What theme do Xavier's words to his family suggest?** Trap this week: **Word association from the lines.**

This deck teaches **learning more by seeing** across the five RPLD thinking levels:**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

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Grade 4 • Cluster 4 • Theme

TEKS 4.8(A) • Theme • 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 listen closely to Xavier's words. His observations and realization help us infer a theme about learning from experience.”***▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.***“We will use the whole trip to test our ideas and avoid choosing an answer just because it repeats one word from a line.”***▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Theme slide deck for Cluster 4 Module 2 . a class or student copy of "Four Regions, One Big Adventure" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what Xavier learns by comparing a textbook with seeing the regions.

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 theme in a character's words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice what Xavier learns.

Read Xavier's words. Notice how his observations build toward an idea about learning.

"Instead of only reading about them in books, Xavier would get to see each region with his own eyes."

I CAN | I can connect what a character says to the lesson of the whole story.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a theme in a character's words."

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

"One line gives a clue. Check whether the same idea appears across the whole trip."

▶ Students underline the words that compare reading with seeing.

ANSWER KEY: Seeing the regions firsthand may help Xavier understand them better.

CHECK FOR UNDERSTANDING

Ask what two ways of learning are compared.

COMMON MISCONCEPTION

Students may repeat the word road trip. That is an event, not the lesson.

POSSIBLE STUDENT QUESTION

Is seeing always the theme? Only if the whole story shows it helps learning.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a theme in dialogue. Keep the demand at this level.

RAISE THE THINKING

Ask what Xavier writes after seeing the regions.

TODAY'S THINKING JOB

CHOOSE

"I can choose the lesson suggested by dialogue."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme in Xavier's words.

STAAR asks: **What theme do Xavier's words to his family suggest?**

"Everything looks greener and more colorful!"

A Seeing something firsthand can deepen learning • **B** Green places are the best places • **C** Xavier enjoys looking at scenery

I CAN | I can avoid choosing a word association from a character's line.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 lesson suggested by dialogue."

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

"Look past one describing word and ask what the character is learning."

▶ Students choose, then explain why a single word like *greener* cannot carry the whole theme.

ANSWER KEY: A. Seeing something firsthand can deepen learning.

CHECK FOR UNDERSTANDING

Ask which choice explains a lesson rather than repeating a color word.

COMMON MISCONCEPTION

Students may pick B because it repeats a vivid word. Check the whole trip instead.

POSSIBLE STUDENT QUESTION

What is word association? Choosing an answer because one word from the line appears in it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about using dialogue to infer a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the line to Xavier's notebook.

TODAY'S THINKING JOB

SHOW

"I can show how dialogue and actions support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how the words build meaning.

Explain how Xavier's words and actions support the idea that seeing can deepen learning.

"He understood why so many people lived and worked in this region."

I CAN | I can use more than one detail to explain what a character learns.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 dialogue and actions support a theme."

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

"Use the character's words plus what he does or realizes."

▶ Students pair one observation with one later realization.

ANSWER KEY: Seeing the regions helps Xavier understand why people live and work in different ways.

CHECK FOR UNDERSTANDING

Ask for the later realization that proves the learning changed.

COMMON MISCONCEPTION

Students may say only that Xavier sees green land. Require the learning connection.

POSSIBLE STUDENT QUESTION

What makes this more than a list of facts? Xavier uses what he sees to understand people and places.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a theme with dialogue and action. Keep the demand at this level.

RAISE THE THINKING

Ask how the notebook shows Xavier's learning.

TODAY'S THINKING JOB

OWN

"I can write a theme from a character's growth."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the theme.

Write a theme for the whole story. Use Xavier's words as a clue, but make your answer a life lesson.

"He realized that learning about the regions from a textbook was helpful, but seeing them in person made the information easier to remember."

I CAN | I can turn a character's realization into a lesson that fits the whole story.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 write a theme from a character's growth."

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

"A theme should explain the change in understanding, not copy one place name."

▶ Students write a theme and cite the textbook and firsthand experience as evidence.

ANSWER KEY: Example: Seeing and experiencing something can help people understand and remember what they learn.

CHECK FOR UNDERSTANDING

Ask why the theme fits the whole trip.

COMMON MISCONCEPTION

Students may write that textbooks are helpful. That is only one part of Xavier's realization.

POSSIBLE STUDENT QUESTION

Can a theme mention only green land? No. It must explain the larger learning.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from a realization. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the theme to their own learning.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a word trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against word association.

A student wrote this theme: **Green places are the best places.** Explain why it is a trap and name the trap.

"Each region looked different, but all were important parts of Texas."

I CAN | I can explain why one word from a line does not prove a whole theme.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme against a word trap."

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

"A trap can borrow a word from the text without matching the text's lesson."

▶ Students circle the borrowed word, name the trap, and replace the answer with a supported theme.

ANSWER KEY: Word association from the lines. The word greener does not make green places best.

CHECK FOR UNDERSTANDING

Ask whether Xavier calls the other regions worthless.

COMMON MISCONCEPTION

Students may accept a choice because it repeats a vivid word. Check the whole story.

POSSIBLE STUDENT QUESTION

How do I test a word association? Remove the copied word and see whether the answer still matches the lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against word association. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a true theme using the word learn.

Find the lesson on your own.

Write the topic, then a theme in a full sentence. Copy one line from Xavier that supports your theme.

Return to the reading.
Write the topic.
Write a full-sentence theme and copy one support line.

I CAN | I can infer a theme from a character's words and support it with evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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.

“Follow the character’s words, check the whole story, and prove the lesson with a line.”

▶ 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 **Zavier will not only read facts.** He will see the regions, compare them, and understand them more clearly.

CHOOSE **A.** Seeing something firsthand can deepen learning. B is a word association from the line, and C is too narrow.

SHOW **Zavier sees the land, jobs, plants, and climate in person.** Later he understands why people live and work there, so the trip makes the facts easier to understand.

OWN **Answers vary.** Example: Seeing and experiencing something can help people understand and remember what they learn.

DEFEND **Word association from the lines.** Zavier says one region looks greener, but the story does not say green places are best. It shows that every region has value.

YOUR TURN **Answers vary.** Topic: learning about regions. Theme: Seeing and experiencing something can deepen understanding. Line: seeing them in person made the information easier to remember.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Instead of only reading about them in books, Xavier would get to see each region with his own eyes. ... He realized that learning about the regions from a textbook was helpful, but seeing them in person made the information easier to remember.”

Which statement best describes a theme suggested by Xavier's words?

A Learning about Texas regions is useful.

B Green places are the best places.

C Seeing and experiencing something can deepen understanding.

D Road trips are exciting ways to spend time.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Xavier says one region looks greener.

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.

THEME

The answer is C.

A

Learning about Texas regions is useful.

Topic-adjacent statement as message. It names the subject but misses the lesson about firsthand learning.

B

Green places are the best places.

Word association from the lines. It copies greener from one observation and is not supported by the whole story.

C

Seeing and experiencing something can deepen understanding. Correct.

Correct. Xavier says seeing the regions made the information easier to remember.

D

Road trips are exciting ways to spend time.

Too narrow. The trip is the setting for Xavier's learning, not the global lesson.

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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A character's change can help reveal a theme.**A theme is a lesson that fits the whole text, not one character's preference.****Use beginning, middle, and ending evidence to prove the lesson.**

THIS WEEK'S FOCUS

Theme

from “Four Regions, One Big Adventure”

Zavier begins curious and ends understanding why the regions matter. His growth points to a theme such as **learning about differences can build understanding and appreciation**. STAAR asks: **What theme is shown by how Zavier changes during the trip?** Trap this week: **One character's view, too narrow.**

This deck teaches **following a character's growth to a theme** 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 follow Zavier's thinking from the start of the trip to the end. His change helps us find the theme.”

▶ 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 prove growth with an early line and a later line, and we will avoid mistaking one character's preference for a theme.”

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

PREP & MATERIALS: the Theme 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 what Zavier thinks about favorites at the start and what he understands at the end.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how character growth reveals a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice Xavier's change.

Read the ending line. Compare it with Xavier's earlier questions and observations.

"Zavier smiled as they loaded the last bags into the car."

I CAN | I can compare a character's thinking at the beginning and end.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Monday

TEKS 4.8(A) · Theme · 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 how character growth reveals a theme."

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

"Character growth matters because a new understanding often carries the story's lesson."

▶ Students write one beginning thought and one ending thought about Xavier.

ANSWER KEY: Xavier grows from curiosity about a favorite region to appreciation of every region.

CHECK FOR UNDERSTANDING

Ask what Xavier understands by the end that he did not understand at first.

COMMON MISCONCEPTION

Students may write that Xavier likes Texas. That is too general and misses his change.

POSSIBLE STUDENT QUESTION

Does the ending tell us only what Xavier likes? No. It explains how his understanding changes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing growth that reveals theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name the evidence that shows the change.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme shown by a character's change."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme shown by growth.

STAAR asks: **What theme is shown by how Xavier changes during the trip?**

"Each region has its own story."

A Traveling with family can be fun. • **B** Xavier learns about the Coastal Plains. • **C** Learning about differences can build understanding and appreciation.

I CAN | I can reject a one-character detail that is too narrow for the whole story.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 a theme shown by a character's change."

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

"Track what changes in Xavier, then ask what lesson his change can teach anyone."

▶ Students choose, then point to one early and one late detail that support the answer.

ANSWER KEY: C. Learning about differences can build understanding and appreciation.

CHECK FOR UNDERSTANDING

Ask why B cannot explain the whole four-region trip.

COMMON MISCONCEPTION

Students may choose a detail about the region where Xavier learns something. A theme must fit the full journey.

POSSIBLE STUDENT QUESTION

What makes a view too narrow? It describes only one character's preference or one small part.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from character growth. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate C without the word regions.

TODAY'S THINKING JOB

SHOW

"I can show how character growth supports a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the change with evidence.

Explain how Xavier changes from the start of the trip to the ending.

"His notebook was filled with facts, but the trip had taught him even more than he had written down."

I CAN | I can connect an early thought and a later realization.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 character growth supports a theme."

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

"A growth explanation needs a before, an after, and the lesson connecting them."

▶ Students complete Before, After, and This teaches me sentences.

ANSWER KEY: Xavier moves from choosing a favorite to appreciating every region's importance.

CHECK FOR UNDERSTANDING

Ask for a beginning detail, not just the ending.

COMMON MISCONCEPTION

Students may summarize the stops without explaining how Xavier changes.

POSSIBLE STUDENT QUESTION

Why use two points in the story? Growth means the character's thinking changes over time.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how seeing all four regions changes his first idea.

TODAY'S THINKING JOB

OWN

"I can write a theme from a character's growth."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the growth theme.

Write a theme shown by Xavier's growth. It must be a full lesson that fits the whole story.

"As they headed home, Xavier rethought about what he had seen."

I CAN | I can turn a character's new understanding into a lesson for readers.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme from a character's growth."

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

"Do not make the theme only about what Xavier likes. Make it a lesson his change proves."

▶ Students write the theme, then cite one beginning and one ending detail.

ANSWER KEY: Example: Learning about differences can help people understand and appreciate what each place or person offers.

CHECK FOR UNDERSTANDING

Ask why the theme fits more than the Coastal Plains.

COMMON MISCONCEPTION

Students may write that Xavier likes every region. That is a character detail, not a life lesson.

POSSIBLE STUDENT QUESTION

Can a theme name Xavier? Usually no. A theme should reach beyond one character.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a growth-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the lesson to people, not just places.

TODAY'S THINKING JOB

DEFEND

"I can defend a broad theme with growth evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a narrow view.

A student wrote this theme: **Zavier likes the Coastal Plains best.** Explain why it is a trap and name the trap.

"Each region looked different, but all were important parts of Texas."

I CAN | I can explain why one character's view is too narrow.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a broad theme with growth evidence."

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

"A character's preference may be true, but it is not automatically the story's theme."

▶ Students name the trap and replace the preference with a theme that uses the ending.

ANSWER KEY: One character's view, too narrow. The whole story values all four regions.

CHECK FOR UNDERSTANDING

Ask which ending words make the narrow answer fail.

COMMON MISCONCEPTION

Students may accept the answer because Xavier says it. Ask whether it fits the entire story.

POSSIBLE STUDENT QUESTION

How can I widen the answer? Move from what Xavier likes to what his learning teaches.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a narrow view. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the narrow view into a supported theme.

Trace the growth yourself.

Write the topic and a theme. Copy one early line and one later line that show how Xavier changes.

Trace the character's growth.
Write the topic and a full-sentence theme.
Copy one early line and one later line.

I CAN | I can infer a theme from beginning and ending evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Find the before, find the after, and state the lesson that connects them."

▶ 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 Xavier stops looking only for a favorite place and understands that each region has something important to teach.

CHOOSE C. Learning about differences can build understanding and appreciation. A is a general event, and B is one region, not the whole journey.

SHOW At first Xavier wonders which region will be his favorite. After seeing all four, he understands that each looks different and all are important. His change supports learning to appreciate differences.

OWN Answers vary. Example: Learning about differences can help people understand and appreciate what each place or person offers.

DEFEND One character's view, too narrow. Xavier says the Coastal Plains might be his favorite, but the ending teaches that every region is important.

YOUR TURN Answers vary. Topic: learning about regions. Theme: Learning about differences can build appreciation. Early line: Xavier wondered which region would become his favorite. Later line: Each region looked different, but all were important parts of Texas.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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.

“Zavier smiled as they loaded the last bags into the car. He wondered which region would become his favorite. ... As they headed home, Zavier rethought about what he had seen. Each region looked different, but all were important parts of Texas.”

Which statement best describes a theme shown by how Zavier changes?

- A** Zavier enjoys taking notes during a trip.
- B** The Coastal Plains have many kinds of jobs.
- C** Every family should take a road trip across Texas.
- D** Learning about differences can build understanding and appreciation.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Zavier takes notes. That is one action, not the lesson of his growth.

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.

THEME

The answer is D.

- A** **Zavier enjoys taking notes during a trip.**
One character's view, too narrow. This is one action by Zavier, not the lesson of the whole story.
- B** **The Coastal Plains have many kinds of jobs.**
Too narrow. It describes one region instead of Zavier's growth across all four.
- C** **Every family should take a road trip across Texas.**
One character's view, too narrow. The story shows one learning experience, not a rule for every family.
- D** **Learning about differences can build understanding and appreciation. Correct.**
Correct. Zavier ends by understanding that different regions can all be important.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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 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)

"infer basic themes supported by text evidence"

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson, not a summary or a fact.**Evidence should come from more than one part of the text.****A strong response states the lesson and explains how the evidence proves it.**

THIS WEEK'S FOCUS

Theme

from "Four Regions, One Big Adventure"

A theme must be a full life lesson supported by the whole story. For this trip, a strong theme is **differences can make each part of a larger whole valuable**. STAAR asks: **State a theme of the story and support it with evidence**. Trap this week: **Life lesson not supported by this text**.

This deck teaches **state and support a theme** 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 answer the full STAAR task: state a theme and support it with evidence. A theme must fit the whole trip."

▶ 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 connect details from different regions and test every life lesson against the actual text."

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

PREP & MATERIALS: the Theme 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 name the theme and two regions that support it.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a theme and its strongest evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the theme in the ending.

Read the final line. Notice how it states a lesson about different regions belonging together.

"Each region looked different, but all were important parts of Texas."

I CAN | I can use an ending statement to identify a lesson supported by the whole story.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a theme and its strongest evidence."

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

"The ending is useful, but check earlier details to make sure the whole text supports it."

▶ Students underline the contrast between different and important.

ANSWER KEY: Different regions can all be valuable parts of one larger whole.

CHECK FOR UNDERSTANDING

Ask what word shows the regions are connected.

COMMON MISCONCEPTION

Students may copy the line as a summary without stating the lesson in their own words.

POSSIBLE STUDENT QUESTION

Why is all important? It connects the separate regions to one larger state.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to paraphrase the ending as a life lesson.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme supported by the whole story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose a theme with evidence.

State the theme that the whole story supports. Then point to two details that prove it.

"The land changes from place to place, and that changes how people live and work."

A Different places can make a larger whole stronger. • **B** People should travel across every state. • **C** Texas has mountains, farms, and beaches.

I CAN | I can reject a life lesson that the text does not support.

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Grade 4 • Cluster 4 • Theme • Tuesday

TEKS 4.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme supported by the whole story."

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

"A correct theme needs a lesson and evidence from the whole trip."

▶ Students choose A, then match it with one detail from the beginning and one from the ending.

ANSWER KEY: A. Different places can make a larger whole stronger.

CHECK FOR UNDERSTANDING

Ask whether the story tells every person to travel across every state.

COMMON MISCONCEPTION

Students may choose B because it sounds like useful advice. Useful advice still needs support in the text.

POSSIBLE STUDENT QUESTION

What does supported mean? The story gives details that make the lesson believable.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name a second theme wording that means A.

TODAY'S THINKING JOB

SHOW

"I can support a theme with evidence and explanation."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the evidence chain.

Explain how two details from the story support the theme that differences can make each part of a larger whole valuable.

"There were rivers, forests, and even beaches."

I CAN | I can connect details from different regions to one global lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 support a theme with evidence and explanation."

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

"Name the detail, then explain what it shows about the theme."

▶ Students write two evidence and because sentences.

ANSWER KEY: Different resources and jobs show that each region contributes value in its own way.

CHECK FOR UNDERSTANDING

Ask students to explain, not just list, the Coastal Plains details.

COMMON MISCONCEPTION

Students may quote two lines without connecting them. Add because this shows.

POSSIBLE STUDENT QUESTION

Why use two regions? The theme is about the larger whole, so one region is not enough.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a theme with an evidence chain. Keep the demand at this level.

RAISE THE THINKING

Ask how a dry region can contribute something valuable.

TODAY'S THINKING JOB

OWN

"I can state a theme and support it."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

State and support your theme.

Write a theme in a full sentence. Then name two details from different parts of the story that support it.

"He traced their route with his finger and smiled."

I CAN | I can write a global lesson and explain evidence from the text.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 state a theme and support it."

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

"Your response needs three parts: theme, evidence one, and evidence two with an explanation."

▶ Students draft a theme and two evidence sentences, then check that neither evidence is a random fact.

ANSWER KEY: Example: Differences can make each part of a larger whole valuable, shown by the useful features of several regions.

CHECK FOR UNDERSTANDING

Ask a student to explain how the evidence proves the theme.

COMMON MISCONCEPTION

Students may write a summary of the trip. A summary tells events; a theme tells the lesson.

POSSIBLE STUDENT QUESTION

Can I use one detail only? One can help, but two details from different regions make the whole-text proof stronger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating and supporting a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to make their evidence explanation more specific.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with evidence from the text."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend the theme against unsupported advice.

A student wrote this theme: **People should travel across every state.** Explain why it is a trap and name the trap.

"That's exactly what makes each region important."

I CAN | I can explain why a plausible life lesson is not supported by this story.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme with evidence from the text."

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

"A lesson can sound wise and still be wrong for this text if the text does not prove it."

▶ Students name the trap and revise the answer so it matches the ending and earlier evidence.

ANSWER KEY: Life lesson not supported by this text. Travel is the setting, not a rule for everyone.

CHECK FOR UNDERSTANDING

Ask students to find where the story tells readers to travel across every state.

COMMON MISCONCEPTION

Students may accept advice because it sounds positive. Positive is not the same as supported.

POSSIBLE STUDENT QUESTION

How do I test this trap? Search the whole text for evidence of the supposed rule.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the unsupported advice into a true lesson.

Build your own response.

State a theme of the story. Copy two lines from different regions and explain how each supports your theme.

State a full-sentence theme.
Copy two evidence lines from different regions.
Explain how each line supports the theme.

I CAN | I can state a theme and prove it with evidence from the whole story.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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.

“State the lesson, copy evidence from two places, and explain the connection.”

▶ 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 ending says difference and importance can exist together. It gives a theme about each part having value in a larger whole.

CHOOSE A. Different places can make a larger whole stronger. B is Life lesson not supported by this text, and C is a topic list.

SHOW The Mountains and Basins provide resources for jobs, while the Coastal Plains have rivers, beaches, farms, fishing, and cities. These different features show that each region contributes something valuable.

OWN Answers vary. Example: Differences can make each part of a larger whole valuable. The story shows useful resources in the Mountains and Basins and many jobs and natural features in the Coastal Plains.

DEFEND Life lesson not supported by this text. The story teaches that regions can differ and still matter, but it never says people should travel across every state.

YOUR TURN Answers vary. Theme: Differences can make each part of a larger whole valuable. Evidence may include the natural resources in the Mountains and Basins and the many jobs and features of the Coastal Plains, with an explanation of each.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · 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.

“The land changes from place to place, and that changes how people live and work. ... Each region looked different, but all were important parts of Texas.”

Which statement best describes a theme of the story?

- A** People should travel across every state to learn about it.
- B** Differences can make each part of a larger whole valuable.
- C** Texas has mountains, farms, rivers, and beaches.
- D** Zavier's favorite place is the Coastal Plains.

The Writing Academy®, LLC

Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because traveling sounds like good advice, even though the story does not support that rule.

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.

THEME

The answer is B.

- A** **People should travel across every state to learn about it.**
Life lesson not supported by this text. The story describes one trip but never gives this rule to readers.
- B** **Differences can make each part of a larger whole valuable. Correct.**
Correct. The regions differ, yet the ending says all are important parts of Texas.
- C** **Texas has mountains, farms, rivers, and beaches.**
Topic word, not theme. This lists facts about the setting instead of stating a life lesson.
- D** **Zavier's favorite place is the Coastal Plains.**
Too narrow. It is one character's preference, not a lesson supported by the whole story.

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Grade 4 · Cluster 4 · Theme

TEKS 4.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A character's noticing can reveal what the story is teaching.

A theme is a life lesson in a full sentence, not a detail from one scene.

I use what the character notices and the whole passage to prove the theme.

THIS WEEK'S FOCUS

Theme*from “Looking Back to Move Forward”*

Ava notices that the painting shows more than a group of people. A **theme** is a lesson that fits the whole story, such as **new ideas can change how people see the world**. STAAR asks: **What theme does Ava's discovery about the painting express?** Traps this week: **Setting or event, not theme, Too narrow, and Topic word, not theme.**

This deck teaches **finding theme from what a character notices** 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 use what a character notices to infer theme. A character's changing thoughts can point to the lesson.”

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

“We will practice the STAAR question about Ava's discovery and defend our answer against setting and event traps.”

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

PREP & MATERIALS: the Theme 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 how a character's noticing can reveal a story's 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 use a character's noticing to find a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice what Ava discovers.

Read the line. What does Ava notice about the painting? Ask what bigger lesson her noticing suggests.

"It showed more than a group of people."

I CAN | I can notice when a character's thinking points to a bigger life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Monday

TEKS 4.8(A) · Theme · 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 use a character's noticing to find a theme."

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

"A character's noticing is a clue. Move from what the character sees to what the story teaches."

▶ Students write what Ava notices, then add one possible lesson beside it.

ANSWER KEY: Ava sees that the painting has meaning beyond its people and building.

CHECK FOR UNDERSTANDING

Ask a student to name the bigger idea behind Ava's noticing.

COMMON MISCONCEPTION

Students may copy painting as the theme. That is a topic or detail, not a life lesson.

POSSIBLE STUDENT QUESTION

Why does Ava's noticing matter? It helps readers understand the painting's message.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about using character noticing to infer theme. Keep the demand at this level.

RAISE THE THINKING

Ask what else Ava notices in the painting.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme supported by what a character notices."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme from Ava's discovery.

The scope question asks: **What theme does Ava's discovery about the painting express?** Choose the full-sentence lesson, not the setting or event.

"They showed people with clear details and expressions."

A A painting in a large building • **B** Studying the past can change how people see the world • **C** Ava studies a painting in class

I CAN | I can choose a life lesson and avoid setting or event traps.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme supported by what a character notices."

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

"A theme must teach something beyond the classroom scene. Which choice is a lesson about ideas and change?"

▶ Students choose privately, then label the setting or event traps before discussing the best theme.

ANSWER KEY: B. Studying the past can change how people see the world.

CHECK FOR UNDERSTANDING

Ask why a painting in a large building cannot be a theme.

COMMON MISCONCEPTION

Students may choose C because it sounds like a lesson. Check whether it explains the whole passage's change in art, government, and thinking.

POSSIBLE STUDENT QUESTION

What is a Setting or event, not theme trap? It names where something happens or what happened instead of teaching a lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing theme from character clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn B into a fuller life lesson.

TODAY'S THINKING JOB

SHOW

"I can use evidence from a character's noticing to support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how Ava's noticing supports the theme.

Explain how the passage supports this theme: **Studying ideas from the past can change how people understand the world.**

"It showed a hopeful time when ideas were changing."

I CAN | I can connect two details about Ava's thinking to a life lesson.

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Grade 4 · Cluster 5 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use evidence from a character's noticing to support a theme."

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

"Name the detail, then explain what it teaches. Do not stop after copying the line."

▶ Students cite Ava's first view and her later understanding, then connect both to the theme.

ANSWER KEY: Ava's changing view of the painting and her lesson about the past support the theme.

CHECK FOR UNDERSTANDING

Ask for two details that show Ava's thinking changed.

COMMON MISCONCEPTION

Students may give only the final theme. Ask for lines that prove Ava learned it.

POSSIBLE STUDENT QUESTION

How does the first view of the painting differ from the last? Ava moves from seeing a group to seeing readers and thinkers.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which detail best shows Ava's change.

TODAY'S THINKING JOB

OWN

"I can write a theme that grows from a character's discovery."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Write the theme in your own words.

Write a theme for the passage. Make it a full life lesson that fits Ava's discovery and the changes described in the passage.

"Some people began to think in new ways about government and fairness."

I CAN

I can write a whole-text lesson instead of naming a scene or event.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Thursday

TEKS 4.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme that grows from a character's discovery."

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

"Use Ava's discovery as a starting point, then make the lesson true beyond her classroom."

▶ Students write a theme, underline the life lesson, and check that it does not name Ava or the painting.

ANSWER KEY: Example: Studying the past can help people create better ideas for the future.

CHECK FOR UNDERSTANDING

Ask a student to explain how the theme fits more than one detail.

COMMON MISCONCEPTION

Students may retell the Renaissance. A retelling says what happened; a theme says what it teaches.

POSSIBLE STUDENT QUESTION

Does a theme need to name Ava? No. A theme should be true for people beyond this story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from a character's discovery. Keep the demand at this level.

RAISE THE THINKING

Ask students to make their theme apply to another situation.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme by naming the trap and using evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **Ava looks at a painting in her classroom.** Explain why it is a trap and name the trap.

"Ava looked back at the painting."

I CAN | I can explain why a setting or event is not a life lesson.

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Grade 4 · Cluster 5 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme by naming the trap and using evidence."

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

"A setting or event can be important evidence, but it is not automatically the theme."

▶ Students name the trap, explain what the sentence actually tells, and revise it into a lesson.

ANSWER KEY: Setting or event, not theme. Looking at a painting is an event, not a life lesson.

CHECK FOR UNDERSTANDING

Ask students to turn the event into a theme.

COMMON MISCONCEPTION

Students may call the answer a theme because it is a complete sentence. A complete sentence still must teach a lesson.

POSSIBLE STUDENT QUESTION

What does the trap leave out? It leaves out the meaning Ava gains from the painting.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against an event trap. Keep the demand at this level.

RAISE THE THINKING

Ask which later line gives the event meaning.

Find the theme on your own.

Return to the passage. Write what Ava notices, turn that noticing into a theme, and copy one line that supports your theme.

**Go back to the reading.
Write what Ava notices.
Write the theme as a life lesson. Then copy one line that
supports it.**

I CAN | I can use a character's noticing to infer and support a theme.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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.

“Start with what Ava notices. Then turn that clue into a life lesson and prove it with a line.”

▶ 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 Ava notices that the painting has a deeper message. It suggests that people can see new meaning when they look closely and think.

CHOOSE B. Studying the past can change how people see the world. A is Setting or event, not theme. C is Setting or event, not theme.

SHOW Ava first sees only people in a building, then notices readers and thinkers. Later, she understands that the past can teach people important lessons. These details show that looking closely and studying old ideas can change understanding.

OWN Answers vary. Example: Studying the past can help people create better ideas for the future.

DEFEND Setting or event, not theme. The sentence tells where Ava is and what she does. It does not teach a lesson about how people can learn from ideas or the past.

YOUR TURN Answers vary. Ava notices that the painting shows thinkers and changing ideas. Theme: Studying the past can help people make better choices in the future. Line: Sometimes, looking back can help people move forward.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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.

“It showed more than a group of people. ... Some people began to think in new ways about government and fairness. ... It showed a hopeful time when ideas were changing.”

Which statement best describes a theme of the story?

A A painting can hang in a large building.

B Ava learns about the Renaissance in class.

C Studying the past can help people understand and improve the present.

D People in paintings can read and talk.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A or B because those choices describe details from the classroom scene instead of a lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A A painting can hang in a large building.**
Setting or event, not theme. This describes a detail about the painting's setting, not a life lesson.
- B Ava learns about the Renaissance in class.**
Setting or event, not theme. This tells what happens in the story, but it does not teach a lesson.
- C Studying the past can help people understand and improve the present. Correct.**
Correct. Ava learns that old ideas can teach people important lessons and help them think about change.
- D People in paintings can read and talk.**
Topic word, not theme. This names what the painting shows instead of stating a global lesson.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A title can point toward the lesson a story develops.**A theme is a global life lesson, not one word from the title.****I connect the title to repeated ideas and evidence from the whole passage.**

THIS WEEK'S FOCUS

Theme

from “Looking Back to Move Forward”

The title **Looking Back to Move Forward** points to the theme that **learning from the past can help people make better choices**. STAAR asks: **How does the title connect to the theme?** Traps this week: **Topic word, not theme, Too narrow, and Setting or event, not theme.**

This deck teaches **connecting a title to theme** 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 connect a title to theme. A title gives a clue, but we must explain the lesson it points toward.”

▶ 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 trace both parts of Looking Back to Move Forward through the passage and defend against topic traps.”

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

PREP & MATERIALS: the Theme 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 what a title can tell readers about a story's 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 use a title as a clue to theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the title clue.

Read the line. Notice how the words in the title connect to the lesson Ava learns.

"Looking back did not mean people wanted everything to stay the same."

I CAN | I can connect the title's words to a lesson supported by the whole passage.

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Grade 4 · Cluster 5 · Theme · Monday

TEKS 4.8(A) · Theme · 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 use a title as a clue to theme."

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

"A title is a clue, not the whole answer. Ask what the title teaches about the topic."

▶ Students circle the two actions in the title, then write what each action means in the passage.

ANSWER KEY: Looking back means studying the past; moving forward means using what people learn to create or choose something new.

CHECK FOR UNDERSTANDING

Ask what moving forward means in this passage.

COMMON MISCONCEPTION

Students may write past as the theme. That is a topic word, not a life lesson.

POSSIBLE STUDENT QUESTION

Does the title say to remain in the past? No. It connects the past to future choices.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about using a title as a theme clue. Keep the demand at this level.

RAISE THE THINKING

Ask for another line that explains the title.

TODAY'S THINKING JOB

CHOOSE

"I can explain how a title points to a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose how the title connects to theme.

STAAR asks: **How does the title connect to the theme?** Choose the statement that explains both parts of the title and the passage's lesson.

"Sometimes people studied the past so they could make better choices in the future."

A Looking back can help people move forward. • **B** The title names two parts of the story. • **C** Ava looks at a painting during class.

I CAN | I can choose the title connection that states a life lesson, not a topic.

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Grade 4 · Cluster 5 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 explain how a title points to a theme."

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

"The best title connection explains what looking back and moving forward mean together."

▶ Students choose, then draw an arrow from looking back to evidence and another from moving forward to the lesson.

ANSWER KEY: A. Looking back can help people move forward.

CHECK FOR UNDERSTANDING

Ask why D is a lesson but not the best direct explanation of the title.

COMMON MISCONCEPTION

Students may pick B because it repeats title language. Repeating words is not explaining their meaning.

POSSIBLE STUDENT QUESTION

What makes A incomplete as a theme? It names the title's topics, not the lesson they teach.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about connecting title and theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to expand A into a full theme sentence.

TODAY'S THINKING JOB

SHOW

"I can use evidence to explain a title's connection to theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how the title is developed.

Explain how two details develop the title's idea that looking back can help people move forward.

"Sometimes, looking back can help people move forward."

I CAN | I can show how repeated ideas develop the lesson named by the title.

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Grade 4 · Cluster 5 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use evidence to explain a title's connection to theme."

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

"Track both halves of the title. What do people learn from the past, and what do they do with it?"

▶ Students cite one detail about studying old ideas and one about using them for new choices.

ANSWER KEY: Old ideas are studied, then used to create new art and think about government and fairness.

CHECK FOR UNDERSTANDING

Ask students to name one old idea and one new use.

COMMON MISCONCEPTION

Students may explain only the title words. Require evidence from the passage.

POSSIBLE STUDENT QUESTION

How does the title show change? People do not copy the past; they use it to think in new ways.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a title-theme connection. Keep the demand at this level.

RAISE THE THINKING

Ask which evidence best explains moving forward.

TODAY'S THINKING JOB

OWN

"I can write a theme and connect it to the title."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the title's lesson.

Write a theme for the passage and explain in one phrase how the title points to it.

"It helped her understand that the past can teach people important lessons."

I CAN | I can explain a title without turning its topic words into a theme.

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Grade 4 · Cluster 5 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 write a theme and connect it to the title."

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

"Write the lesson first. Then explain what each part of the title means."

▶ Students write a theme, underline its life lesson, and label the title's two actions.

ANSWER KEY: Example: People can use lessons from the past to make thoughtful changes in the future.

CHECK FOR UNDERSTANDING

Ask how the title supports the student's theme.

COMMON MISCONCEPTION

Students may write the past and future. Those are topic words, not a theme sentence.

POSSIBLE STUDENT QUESTION

Can a title be the theme by itself? No. The title is a clue to the lesson.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and connecting a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the theme to a new example.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme when an answer only repeats title words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **The past and the future.** Explain why it is a trap and name the trap.

"Ava realized that old ideas could become useful again."

I CAN | I can explain why a topic phrase is not a life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme when an answer only repeats title words."

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

"If an answer only names the topic, ask: What does the story teach about it?"

▶ Students name the trap, explain what is missing, and add a lesson to repair the answer.

ANSWER KEY: Topic word, not theme. The answer names two topics but gives no lesson.

CHECK FOR UNDERSTANDING

Ask students to revise the answer into a theme.

COMMON MISCONCEPTION

Students may accept it because the words match the title. Matching words is not the same as explaining the message.

POSSIBLE STUDENT QUESTION

What is missing from the trap? It has no claim about what people should learn or do.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a title-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask which passage line supplies the missing lesson.

Find the title connection on your own.

Write a theme for the passage. Then explain what looking back and moving forward mean and copy one supporting line.

Go back to the reading.
Write the theme as a life lesson.
Explain both parts of the title and copy one line that supports it.

I CAN | I can use the title and evidence to explain a theme.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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.

“Use the title as a clue, then prove its meaning with lines from the whole 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 title does not mean staying in the past. It suggests that people can study old ideas and use them to make new choices.

CHOOSE A. Looking back can help people move forward. B is Topic word, not theme. C is Setting or event, not theme.

SHOW The passage says people studied ideas from Greece and Rome, then used them to ask new questions about art and government. Ava also learns that the past can teach important lessons. These details explain both looking back and moving forward.

OWN Answers vary. Example: People can use lessons from the past to make thoughtful changes in the future. The title connects because looking back means studying the past and moving forward means using what is learned.

DEFEND Topic word, not theme. The answer names ideas from the title but does not explain what the story teaches about them. A theme must say that lessons from the past can help people make better choices.

YOUR TURN Answers vary. Theme: Studying the past can help people make wiser choices in the future. Looking back means studying old ideas; moving forward means using them in new ways. Line: Sometimes, looking back can help people move forward.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 22 of 36 · Cluster 5 · 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.

“Ava realized that old ideas could become useful again. ... Sometimes people studied the past so they could make better choices in the future. ... Sometimes, looking back can help people move forward.”

How does the title *Looking Back to Move Forward* connect to the theme of the story?

- A** It names the past and the future, which are the story's main topics.
- B** It shows that the story takes place in a history class.
- C** It explains that Ava looks backward at a painting before class ends.
- D** It suggests that studying the past can help people make better choices in the future.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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 because it repeats title topics without explaining the lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is D.

- A** It names the past and the future, which are the story's main topics.
Topic word, not theme. The answer names topics but does not state the lesson connecting them.
- B** It shows that the story takes place in a history class.
Setting or event, not theme. The classroom is a setting, not what the title teaches.
- C** It explains that Ava looks backward at a painting before class ends.
Too narrow. This focuses on one event instead of the lesson developed across the story.
- D** It suggests that studying the past can help people make better choices in the future. **Correct.**
Correct. The passage says old ideas became useful again and helped people think in new ways.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The best theme explains the most important ideas across the whole story.

A global life lesson is stronger than a saying that could fit almost any story.

I compare each choice with the text and reject generic morals.

THIS WEEK'S FOCUS

Theme

from “Looking Back to Move Forward”

This passage develops a theme about using the past to create new ideas about art, learning, and government. STAAR asks: **Which sentence best states a theme of the story?** The trap to watch for is **Generic moral that fits many stories**, along with **Too narrow** and **Topic word, not theme**.

This deck teaches **choosing the best whole-text theme** 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 choose the best theme from several choices. The best answer fits the whole story and uses its special ideas.”

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

“We will compare a supported theme with generic morals, topic answers, and narrow details.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 5 Module 3 . a class or student copy of “Looking Back to Move Forward” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how a text-specific theme differs from a saying that fits many stories.

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 theme that brings together the whole story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the whole-text idea.

Read the line. Notice how it brings together the passage's ideas about art, learning, and government.

"The Renaissance showed that people could study the past to create new ideas about art, learning, and government."

I CAN | I can notice when a sentence connects several important ideas instead of one small detail.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a theme that brings together the whole story."

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

"A strong theme gathers the story's biggest ideas into one lesson."

▶ Students list the three areas in the line, then explain what connects them.

ANSWER KEY: The passage connects the past with new ideas in art, learning, and government.

CHECK FOR UNDERSTANDING

Ask which three areas the sentence joins.

COMMON MISCONCEPTION

Students may choose a broad saying such as work hard. It might fit many stories but is not supported by this one.

POSSIBLE STUDENT QUESTION

Why is this more than a topic? It explains what studying the past can help people do.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask what detail about government supports the line.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest theme from several possible answers."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the best theme.

STAAR asks: **Which sentence best states a theme of the story?** Choose the lesson supported by the most important ideas, not a generic saying.

"Because some old ideas can still help people think in new ways,"

A The School of Athens is a painting. • **B** People should always work hard. • **C** People can use ideas from the past to create new ways of thinking.

I CAN | I can reject a generic moral and choose the lesson this whole story supports.

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Grade 4 · Cluster 5 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 strongest theme from several possible answers."

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

"Ask which lesson is special to this passage. A generic saying could fit almost any story."

▶ Students rank the choices from strongest whole-text theme to weakest and label each trap.

ANSWER KEY: C. People can use ideas from the past to create new ways of thinking.

CHECK FOR UNDERSTANDING

Ask why B is not supported by the passage's specific ideas.

COMMON MISCONCEPTION

Students may pick B because it sounds positive. Positive is not the same as text-supported.

POSSIBLE STUDENT QUESTION

What makes a moral generic? It could fit many stories without using this story's ideas.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain why A fits art, learning, and government.

TODAY'S THINKING JOB

SHOW

"I can show that a theme fits the whole passage."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show why the best theme fits.

Explain how the story supports this theme: **People can use ideas from the past to create new ways of thinking.**

"The Renaissance was not only about copying the past. It was about using the past to create something new."

I CAN | I can connect evidence from different parts of a story to the best theme.

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Grade 4 · Cluster 5 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 that a theme fits the whole passage."

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

"A strong answer needs more than one kind of evidence. Look across the story, not at one scene."

▶ Students cite one art or learning detail and one government detail, then connect them to the theme.

ANSWER KEY: New art, learning, and government questions all grow from studying old ideas.

CHECK FOR UNDERSTANDING

Ask for evidence from two different parts or subjects.

COMMON MISCONCEPTION

Students may copy the theme without evidence. Require details that show how it fits.

POSSIBLE STUDENT QUESTION

Why does evidence from government matter? It shows the theme is not only about a painting.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving a theme across the whole text. Keep the demand at this level.

RAISE THE THINKING

Ask which detail most clearly shows creating something new.

TODAY'S THINKING JOB

OWN

"I can write a theme that fits the whole story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the whole-text theme.

Write the best theme for the story in your own words. Then name two areas of the passage that support it.

"The painting was not only about ancient Greece and Rome. It was also about the Renaissance itself."

I CAN | I can avoid a generic moral and write the lesson this text actually teaches.

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Grade 4 · Cluster 5 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme that fits the whole story."

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

"Use the passage's special ideas, then make the lesson true beyond the story."

▶ Students write a theme and list two areas, such as art and government, as proof.

ANSWER KEY: Example: Learning from the past can help people develop new ideas about how to live and work together.

CHECK FOR UNDERSTANDING

Ask how the theme fits two different sections.

COMMON MISCONCEPTION

Students may write a summary of the Renaissance. A summary tells events; a theme gives the lesson.

POSSIBLE STUDENT QUESTION

How can I avoid a generic moral? Include the text's special idea about using the past in new ways.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a specific whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace a generic word like good with a text-specific idea.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a generic moral."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **People should always be kind.** Explain why it is a trap and name the trap.

"He was showing respect for knowledge, thinking, and discussion."

I CAN | I can explain why a nice saying is not automatically the lesson of a text.

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Grade 4 · Cluster 5 · Theme · Friday

TEKS 4.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend a theme against a generic moral."

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

"A generic moral may sound wise, but the text must actually develop it."

▶ Students name the trap, cite the passage's real focus, and replace the generic moral with a supported theme.

ANSWER KEY: Generic moral that fits many stories. Kindness is not the lesson developed here.

CHECK FOR UNDERSTANDING

Ask students to prove what the story focuses on instead.

COMMON MISCONCEPTION

Students may accept the answer because kindness is usually good. Good advice is not always this text's theme.

POSSIBLE STUDENT QUESTION

What question exposes a generic moral? Could it fit almost any story? If yes, check the text again.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending the best theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to make the trap specific to this story.

Find the best theme on your own.

Write the topic in one or two words. Then write the best theme for the whole story and copy two lines that support it.

Go back to the reading.
Write the topic in one or two words.
Write the best theme and copy two lines that support it.

I CAN | I can choose a specific theme and prove it with evidence from across the text.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

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

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

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

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

“Find the lesson that uses this passage’s own ideas, then prove it from two parts of the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The sentence links studying the past with creating new ideas in several areas. It sounds like a whole-text theme, not a detail about one painting.

CHOOSE C. People can use ideas from the past to create new ways of thinking. A is Topic word, not theme. B is Generic moral that fits many stories.

SHOW The class learns that old ideas shaped new art and new questions about government. The passage also says people studied history and used it in new ways. These details support the theme across several subjects.

OWN Answers vary. Example: Learning from the past can help people develop new ideas about how to live and work together.

DEFEND Generic moral that fits many stories. The passage focuses on studying the past to create new ideas about art, learning, and government. It does not develop a lesson about kindness.

YOUR TURN Answers vary. Topic: learning from the past. Theme: People can use old ideas to create new ways of thinking. Lines: Because some old ideas can still help people think in new ways. / The Renaissance was not only about copying the past. It was about using the past to create something new.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The Renaissance was not only about copying the past. ... It was about using the past to create something new. ... It helped her understand that the past can teach people important lessons.”

Which sentence best states a theme of the story?

- A** Paintings can show people and buildings.
- B** Learning from the past can help people create new ideas.
- C** People should always be kind to one another.
- D** Ava's class studies the Renaissance.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it sounds like good advice even though the passage does not develop kindness.

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.

THEME

The answer is B.

- A Paintings can show people and buildings.**
Topic word, not theme. This describes an art detail but gives no life lesson.
- B Learning from the past can help people create new ideas. Correct.**
Correct. The passage repeats that old ideas can help people think in new ways and create something new.
- C People should always be kind to one another.**
Generic moral that fits many stories. The passage does not develop kindness as its message.
- D Ava's class studies the Renaissance.**
Too narrow. This names one event and does not express the lesson of the whole story.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A strong theme is a life lesson supported by the whole passage.

One character's thought can be evidence, but it may be too narrow to be the whole theme.

I write a theme, support it with details, and check that it goes beyond one person's view.

THIS WEEK'S FOCUS

Theme

from “Looking Back to Move Forward”

Write a theme about how the passage develops ideas through Ava, her classmates, and the lesson. Use evidence to prove it. STAAR asks: **Short response: What theme does the author develop? Use evidence.** Trap to avoid: **One character's view, too narrow, plus Topic word, not theme and Life lesson not supported by this text.**

This deck teaches **writing and defending a theme independently** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Theme

TEKS 4.8(A) • Theme • 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 you will write a theme response on your own. A strong response states a whole-text lesson and proves it with evidence.”

▶ 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 widening one character's true idea into the author's larger theme and defending our evidence.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 5 Module 4 . a class or student copy of “Looking Back to Move Forward” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why one character's true thought might still be too narrow for a theme.

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 tell a character's view from the author's whole theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice more than Ava's view.

Read the line. Notice that Ava's thought is important evidence, but ask whether it states the whole author's lesson.

"Maybe the biggest change was that people started believing humans could do more,"

I CAN | I can use one character's thought as evidence without making it the whole lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Monday

TEKS 4.8(A) · Theme · 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 tell a character's view from the author's whole theme."

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

"A character's view can support a theme. It may be too narrow if it covers only one person's thought."

▶ Students copy Ava's view, then add two other ideas from the passage that widen it.

ANSWER KEY: Ava's thought is evidence about human potential, not the entire theme by itself.

CHECK FOR UNDERSTANDING

Ask what other parts of the passage connect to Ava's thought.

COMMON MISCONCEPTION

Students may use Ava's exact view as the theme. Check whether it explains the classmates' and teacher's ideas too.

POSSIBLE STUDENT QUESTION

Can one character's thought be evidence? Yes. Is it always the whole theme? No.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about separating a character's view from the whole theme. Keep the demand at this level.

RAISE THE THINKING

Ask how Mateo's view adds to Ava's.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme broad enough for the whole passage."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the whole-text theme.

The short response asks: **What theme does the author develop? Use evidence.** Before writing, choose the lesson that includes more than one character's view.

"The past could give people clues, but people still had to think for themselves."

A Ava believes people can think for themselves. • **B** People can learn from the past and use ideas to make positive changes. • **C** The Renaissance is a time in history.

I CAN | I can avoid making one character's view the entire theme.

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Grade 4 · Cluster 5 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme broad enough for the whole passage."

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

"A strong theme includes the story's repeated ideas, not only what Ava says once."

▶ Students choose, then point to one detail from Ava and one from the teacher or classmates.

ANSWER KEY: B. People can learn from the past and use ideas to make positive changes.

CHECK FOR UNDERSTANDING

Ask why A needs to be widened.

COMMON MISCONCEPTION

Students may choose A because it appears in Ava's words. It is evidence, but it is too narrow alone.

POSSIBLE STUDENT QUESTION

How do I widen a character's view? Connect it to the lesson repeated across the passage.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a whole-text theme before writing. Keep the demand at this level.

RAISE THE THINKING

Ask which other character supports B.

TODAY'S THINKING JOB

SHOW

"I can use evidence from different characters and events to support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show evidence for the theme.

Explain how the author develops this theme: **People can learn from the past and use ideas to make positive changes.**

"Looking back did not always mean staying stuck in the past."

I CAN | I can show how the author's details build a theme beyond one character's view.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use evidence from different characters and events to support a theme."

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

"Use at least two voices or moments. That shows the theme belongs to the whole passage."

▶ Students cite the teacher's explanation and Ava's realization, then connect them in two sentences.

ANSWER KEY: The teacher's explanation and Ava's realization show how past ideas guide new questions and changes.

CHECK FOR UNDERSTANDING

Ask whose words provide the second piece of evidence.

COMMON MISCONCEPTION

Students may list evidence without explaining it. Add how each detail supports the theme.

POSSIBLE STUDENT QUESTION

Why use Mrs. Lopez and Ava? Their ideas show the theme is not only one character's opinion.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about building a theme response with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to add evidence from the classmates.

TODAY'S THINKING JOB

OWN

"I can write and support a theme independently."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own your short response.

Write a theme for the passage in a full sentence. Then name two details, from at least two voices or moments, that support it.

"The past could become a guide, not because it had every answer, but because it helped people ask better questions."

I CAN | I can write a global lesson and prove it with details beyond one character's view.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 and support a theme independently."

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

"Write the lesson, then choose evidence from different people or moments to show the whole text supports it."

▶ Students draft a two-part response: theme first, evidence and explanation second.

ANSWER KEY: Example: Learning from the past can help people ask better questions and create positive changes.

CHECK FOR UNDERSTANDING

Ask whether the evidence comes from more than Ava alone.

COMMON MISCONCEPTION

Students may write a character opinion without evidence. Require two details and an explanation.

POSSIBLE STUDENT QUESTION

What makes a response complete? It has a theme, evidence, and an explanation of how the evidence supports it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing an independent theme response. Keep the demand at this level.

RAISE THE THINKING

Ask students to strengthen a response with a second voice.

TODAY'S THINKING JOB

DEFEND

"I can explain why one character's view may be too narrow."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **Ava believes people can think for themselves.** Explain why it is a trap and name the trap.

"Like they could think for themselves?"

I CAN | I can defend a whole-text theme against a narrow answer.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme · Friday

TEKS 4.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can explain why one character's view may be too narrow."

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

"A narrow answer may be true, but it does not cover enough of the story to be the theme."

▶ Students name the trap, identify the true detail, and expand it into a whole-text theme.

ANSWER KEY: One character's view, too narrow. Ava's idea is evidence, not the complete theme.

CHECK FOR UNDERSTANDING

Ask for one teacher or class detail that the trap leaves out.

COMMON MISCONCEPTION

Students may reject the answer because it is false. It is a trap because it is too narrow, even though it is supported.

POSSIBLE STUDENT QUESTION

Can a true statement still be a trap? Yes, if it covers only one character or one small part.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a whole-text response. Keep the demand at this level.

RAISE THE THINKING

Ask students to combine Ava's view with the larger lesson.

Write the theme on your own.

Answer the short response: What theme does the author develop? Write the theme, then use two pieces of evidence from different voices or moments.

Answer the short response.
Write a full-sentence theme.
Use two pieces of evidence and explain how they support it.

I CAN | I can write a whole-text theme and support it with evidence from different parts of the passage.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · 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 the lesson first. Then use two voices or moments to prove the whole passage supports 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 Ava thinks people began believing humans could do more. This is a helpful clue, but the whole passage also develops ideas about learning, art, government, and using the past.

CHOOSE B. People can learn from the past and use ideas to make positive changes. A is One character's view, too narrow. C is Topic word, not theme.

SHOW Mrs. Lopez explains that old ideas helped people ask new questions about art and government. Ava realizes that the past can guide people without having every answer. Together, these details develop the theme.

OWN Answers vary. Example: Learning from the past can help people ask better questions and create positive changes. Evidence: Mrs. Lopez says old ideas can help people think in new ways, and Ava understands that the past can guide people.

DEFEND One character's view, too narrow. The idea comes from Ava's conversation, but the passage also develops learning from the past, art, discussion, and government. The answer needs to include the larger lesson.

YOUR TURN Answers vary. Theme: Studying the past can help people create new ideas and make better choices. Evidence: Mrs. Lopez says old ideas can help people think in new ways. Ava realizes that the past can guide people and help them ask better questions.

The Writing Academy®, LLC

Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 24 of 36 · Cluster 5 · 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.

“Maybe the biggest change was that people started believing humans could do more, ... The past could become a guide, not because it had every answer, but because it helped people ask better questions. ... Sometimes, looking back can help people move forward.”

Which statement best answers the short-response question, What theme does the author develop?

- A** Ava believes people can think for themselves.
- B** The Renaissance includes art, science, and government.
- C** People should never disagree with one another.
- D** Learning from the past can help people ask better questions and make positive changes.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it is Ava's true idea, but it does not cover the teacher's and classmates' larger ideas.

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.

THEME

The answer is D.

- A** **Ava believes people can think for themselves.**
One character's view, too narrow. This is one idea from Ava, but it does not include the whole author's message.
- B** **The Renaissance includes art, science, and government.**
Topic word, not theme. This lists subjects in the passage without stating a life lesson.
- C** **People should never disagree with one another.**
Life lesson not supported by this text. The passage says respectful disagreement can help people think more clearly.
- D** **Learning from the past can help people ask better questions and make positive changes. Correct.**
Correct. The teacher, classmates, and Ava connect past ideas with new thinking about art, learning, and government.

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Grade 4 · Cluster 5 · Theme

TEKS 4.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a life lesson that fits the whole passage.**A turning point can show what a character begins to understand.****I use the change in the story and the details around it as evidence for the theme.**

THIS WEEK'S FOCUS

Theme

from “A Day That Changed”

A turning point is a moment when something changes and a character learns. Use the storm and Jayden's realization to infer a lesson that fits the whole story. STAAR asks: **What theme does the storm help develop?** Trap to avoid: **Setting or event, not theme.**

This deck teaches **finding a theme from a turning point** 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 use a turning point to find theme. A theme is the life lesson a story teaches, not just an event in the plot.”

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

“We will watch how the weather changes Jayden's thinking and use those details to prove the theme.”

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

PREP & MATERIALS: the Theme 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 name an event and then turn it into 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 a turning point that helps develop a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the turning point.

Read the line. Notice what changes and ask what Jayden begins to understand because of it.

"But just before lunch, the conditions began to change."

I CAN | I can connect a change in the story to a lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a turning point that helps develop a theme."

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

"A storm is an event. I need to ask what the event teaches the character."

▶ Students underline the changes in the line and write one lesson Jayden may learn.

ANSWER KEY: The changing weather starts Jayden's learning about careful observation.

CHECK FOR UNDERSTANDING

Ask what Jayden learns after the weather changes.

COMMON MISCONCEPTION

Students may call the storm the theme. The storm is an event that helps reveal a lesson.

POSSIBLE STUDENT QUESTION

Is a storm a theme? No. It is an event that can help develop a theme.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose if the weather never changed.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that grows from a turning point."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme from the turning point.

STAAR asks: **What theme does the storm help develop?** Choose a lesson, not the event itself.

"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

A A storm changed the field day. • **B** Weather and climate are science words. • **C** People should observe carefully before making guesses.

I CAN | I can choose the lesson instead of naming the storm or setting.

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Grade 4 • Cluster 6 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 a theme that grows from a turning point."

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

"The storm matters because it helps Jayden learn to observe before he guesses."

▶ Students choose privately, then label A as Setting or event, not theme.

ANSWER KEY: C. People should observe carefully before making guesses.

CHECK FOR UNDERSTANDING

Ask why A names an event instead of a lesson.

COMMON MISCONCEPTION

Students may choose A because the storm changes the day. The question asks what the storm helps develop.

POSSIBLE STUDENT QUESTION

What makes C a theme? It is a lesson people can use beyond this story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask students to point to two details that support C.

TODAY'S THINKING JOB

SHOW

"I can show how a turning point supports a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the lesson in the change.

Explain how the storm supports this theme: **People should observe carefully before making guesses.**

"Jayden misjudged the weather and assumed the day would continue like this."

I CAN | I can connect a character's mistake and learning to a life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 turning point supports a theme."

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

"Use the mistake and the new understanding. Together they prove the lesson."

▶ Students name Jayden's first guess, then explain how the storm changes his thinking.

ANSWER KEY: Jayden's early guess and later realization support careful observation.

CHECK FOR UNDERSTANDING

Ask for the detail that shows Jayden changes his thinking.

COMMON MISCONCEPTION

Students may retell the storm without explaining the lesson. Require a connection to the theme.

POSSIBLE STUDENT QUESTION

Why does Jayden's mistake matter? It shows why observing is better than guessing.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a turning point as evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how Ms. Rios's explanation adds evidence.

TODAY'S THINKING JOB

OWN

"I can write a theme and support it with a turning point."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the turning-point theme.

Write a theme for the passage in a full sentence. Use the turning point and Jayden's realization as evidence.

"Jayden thought about how different the morning had been."

I CAN | I can turn a story event into a whole-text life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 write a theme and support it with a turning point."

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

"Name the lesson first. Then use the storm and what Jayden learns to prove it."

▶ Students write the theme on the OWN row and add two connected details.

ANSWER KEY: Example: People should observe changes carefully before making conclusions.

CHECK FOR UNDERSTANDING

Ask whether the theme fits the beginning and ending.

COMMON MISCONCEPTION

Students may write that it rained. That tells an event, not what the story teaches.

POSSIBLE STUDENT QUESTION

How do I move from event to theme? Ask what the event teaches beyond the story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about inferring a theme from a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect Jayden's first guess to his final understanding.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a setting or event trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the event trap.

A student wrote this theme: **The storm interrupted field day.** Explain why it is a trap and name the trap.

"Soon, light rain began to fall, and teachers quickly moved everyone inside."

I CAN | I can explain why an important event is not automatically a theme.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme against a setting or event trap."

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

"An event can carry the lesson, but it is not the lesson itself."

▶ Students name the trap, then rewrite the event as a life lesson.

ANSWER KEY: Setting or event, not theme. The storm is evidence for a broader lesson.

CHECK FOR UNDERSTANDING

Ask what lesson grows from the storm.

COMMON MISCONCEPTION

Students may say the answer is false. It is true, but it does not state the theme.

POSSIBLE STUDENT QUESTION

Can an event be evidence? Yes. Is an event itself a theme? No.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme from an event trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to improve the trap into a true theme.

Find the theme independently.

Answer the question: What theme does the storm help develop? Write the theme and copy two lines that support it.

**Answer the STAAR question.
Write a full-sentence theme.
Copy two lines that support the lesson.**

I CAN | I can infer a theme from a turning point and support it with text evidence.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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.

“Find the change, ask what it teaches, and copy the lines that prove your theme.”

▶ 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 weather changes from clear and warm to windy, cool, and rainy. This turning point begins Jayden's learning about weather and climate.

CHOOSE C. People should observe carefully before making guesses. A is Setting or event, not theme. B is Topic word, not theme.

SHOW At first Jayden assumes the clear morning will last. Later, he notices that weather can change quickly and realizes that climate stays consistent over time. These details show why people should observe before guessing.

OWN Answers vary. Example: People should observe carefully before making conclusions. Evidence: Jayden assumes clear weather will last, but later learns weather can change quickly and climate takes time to describe.

DEFEND Setting or event, not theme. The storm interrupts field day, but the story uses that event to teach that weather can change and people should observe before making guesses.

YOUR TURN Answers vary. Theme: People should observe carefully before making guesses. Evidence: Jayden misjudges the weather at first, and later he realizes that weather can change while climate stays consistent over time.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Jayden misjudged the weather and assumed the day would continue like this. ... Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time. ... After school, the clouds cleared, and the sun returned.”

Which statement best describes a theme of the story?

A People should observe carefully before making guesses.

B A rainy storm can interrupt a field day.

C Weather and climate are words used in science.

D Field day should always happen in sunny weather.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the storm is an important event, but an event is not the story's life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is A.

A **People should observe carefully before making guesses. Correct.**
Correct. Jayden first guesses incorrectly, then learns to observe and think about time.

B **A rainy storm can interrupt a field day.**
Setting or event, not theme. This describes what happened, not the lesson the story teaches.

C **Weather and climate are words used in science.**
Topic word, not theme. This names ideas in the story without stating a life lesson.

D **Field day should always happen in sunny weather.**
Not in the text. The story explains weather and climate instead of giving this rule.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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 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.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A character's choice can reveal what the character is learning.

A theme is a life lesson supported by the whole passage, not a lesson invented outside it.

I use Jayden's choices and the results of those choices as evidence.

THIS WEEK'S FOCUS

Theme

from “A Day That Changed”

Jayden chooses to observe, compare, and think about time instead of guessing. Use his choices and their results to infer a lesson supported by the whole story. STAAR asks: **What theme do Jayden's choices express?** Trap to avoid: **Life lesson not supported by this text.**

This deck teaches **finding theme through a character's choice** 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 study Jayden's choices. A character's choices can reveal a theme, but the lesson must be supported by 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 compare Jayden's early guess with his later careful observations and defend the lesson those choices express.”

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

PREP & MATERIALS: the Theme 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 how a character's choice 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 how a character's choice reveals a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice Jayden's choice.

Read the line. Notice the action Jayden chooses and ask what it shows about his new understanding.

"At recess, Jayden looked up at the sky again."

I CAN | I can connect what a character chooses to do with a lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Monday

TEKS 4.8(A) · Theme · 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 how a character's choice reveals a theme."

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

"A choice is a clue. Ask what the choice teaches beyond the character."

▶ Students list Jayden's three actions and write the lesson they suggest.

ANSWER KEY: Jayden's choice to observe and compare shows careful thinking.

CHECK FOR UNDERSTANDING

Ask what Jayden did differently after field day.

COMMON MISCONCEPTION

Students may choose any good life lesson. The theme must be supported by Jayden's actual choices.

POSSIBLE STUDENT QUESTION

Can I use a lesson that is not in the story? No. The text must support it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about connecting a choice to theme. Keep the demand at this level.

RAISE THE THINKING

Ask which earlier choice Jayden would change.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme supported by a character's choices."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the lesson in Jayden's choices.

STAAR asks: **What theme do Jayden's choices express?** Pick a lesson that the passage supports.

"He would remember to observe carefully before making guesses about the sky each day."

A People should win every game they play. • **B** Careful observation can lead to better understanding. • **C** Jayden learned about weather and climate.

I CAN | I can reject a life lesson that the text never teaches.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme supported by a character's choices."

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

"The correct theme must match what Jayden chooses to do and learn."

▶ Students choose, then explain why A is not supported by Jayden's choices.

ANSWER KEY: B. Careful observation can lead to better understanding.

CHECK FOR UNDERSTANDING

Ask which choice matches Jayden's final action.

COMMON MISCONCEPTION

Students may choose A because winning is positive. The passage never teaches that lesson.

POSSIBLE STUDENT QUESTION

Why is C not a theme? It names the topic instead of the lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported character-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask how Jayden's first mistake supports B.

TODAY'S THINKING JOB

SHOW

"I can show how a character's choices support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show what the choices teach.

Explain how Jayden's choices support this theme: **Careful observation can lead to better understanding.**

"This time, he noticed the clouds, the wind, and the temperature."

I CAN | I can use the character's actions and learning as evidence.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 character's choices support a theme."

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

"Compare the old choice with the new choice. The difference reveals the lesson."

▶ Students cite Jayden's first assumption and his later careful observations.

ANSWER KEY: Jayden changes from guessing about the day to observing details and thinking about time.

CHECK FOR UNDERSTANDING

Ask for one early choice and one later choice.

COMMON MISCONCEPTION

Students may list science facts without connecting them to Jayden's choices.

POSSIBLE STUDENT QUESTION

What proves Jayden changed? He begins observing details instead of making a quick guess.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about using choices as theme evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how his new habit could help him outside science class.

TODAY'S THINKING JOB

OWN

"I can write a supported theme from a character's choices."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the choice-based theme.

Write a theme for the passage in a full sentence. Include a detail about what Jayden chooses to do.

"Jayden began to understand that both ideas were connected, but they were not the same."

I CAN | I can explain how a character's learning becomes a life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a supported theme from a character's choices."

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

"State the lesson, then show how Jayden's choices make that lesson believable."

▶ Students write a theme and underline the choice that supports it.

ANSWER KEY: Example: Careful observation and comparison can help people understand complicated ideas.

CHECK FOR UNDERSTANDING

Ask how the theme is supported by more than one moment.

COMMON MISCONCEPTION

Students may write a summary of Jayden's actions. Add the life lesson those actions reveal.

POSSIBLE STUDENT QUESTION

What makes a theme global? It teaches a lesson that can apply beyond Jayden.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from character choices. Keep the demand at this level.

RAISE THE THINKING

Ask students to add the result of Jayden's choice.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with evidence from the text."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against an unsupported lesson.

A student wrote this theme: **People should always become experts before having fun.** Explain why it is a trap and name the trap.

"Field day had not gone as planned, but it helped him learn something important about Earth's changing patterns."

I CAN | I can reject a life lesson that the character's choices do not support.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Friday

TEKS 4.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend a theme with evidence from the text."

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

"A lesson can sound wise and still be wrong for this passage."

▶ Students name the trap, copy a supporting line for the real theme, and explain the mismatch.

ANSWER KEY: Life lesson not supported by this text. The story teaches careful observation, not giving up fun.

CHECK FOR UNDERSTANDING

Ask what Jayden actually learns.

COMMON MISCONCEPTION

Students may accept the answer because it sounds responsible. Check it against the text.

POSSIBLE STUDENT QUESTION

How do I test a life lesson? Find details that show the character learns it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a text-supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace the unsupported lesson with a supported one.

Find the theme independently.

Answer the question: What theme do Jayden's choices express? Write the theme and cite two choices.

**Answer the STAAR question.
Write a full-sentence theme.
Name two choices that support it.**

I CAN | I can infer a theme from a character's choices and support it with evidence.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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.

“Find the choice, ask what it teaches, and prove that lesson with two text details.”

▶ 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 chooses to observe, compare, and think about time. He no longer trusts one quick guess, so his choice shows that careful thinking leads to better understanding.

CHOOSE B. Careful observation can lead to better understanding. A is Life lesson not supported by this text. C is Topic word, not theme.

SHOW At first Jayden assumes the clear morning will continue. Later he notices clouds, wind, and temperature, and he understands the difference between weather and climate. His change from guessing to observing supports the theme.

OWN Answers vary. Example: Careful observation and comparison can help people understand complicated ideas. Evidence: Jayden studies the sky and later compares weather with climate instead of treating them as the same.

DEFEND Life lesson not supported by this text. Jayden learns to observe weather and climate, not to become an expert before having fun. The proposed lesson adds an idea the passage never teaches.

YOUR TURN Answers vary. Theme: Careful observation can lead to better understanding. Evidence: Jayden studies clouds, wind, and temperature, and he compares short-term weather with long-term climate.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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.

“At recess, Jayden looked up at the sky again. This time, he noticed the clouds, the wind, and the temperature. ... Jayden began to understand that both ideas were connected, but they were not the same. ... He would remember to observe carefully before making guesses about the sky each day.”

Which statement best describes a theme of the story?

- A** People should win every game they play.
- B** Careful observation can lead to better understanding.
- C** Jayden learned weather and climate vocabulary.
- D** People should avoid outdoor activities when clouds appear.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it sounds like good advice, but the passage never teaches that people must win every game.

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.

THEME

The answer is B.

- A** **People should win every game they play.**
Life lesson not supported by this text. Jayden learns about observing weather, not winning games.
- B** **Careful observation can lead to better understanding. Correct.**
Correct. Jayden changes from guessing to observing, comparing, and thinking about time.
- C** **Jayden learned weather and climate vocabulary.**
Topic word, not theme. This tells what he studied, not the lesson his choices express.
- D** **People should avoid outdoor activities when clouds appear.**
Opposite. The class observes the outdoors, and clouds do not always mean dangerous weather.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

"infer basic themes supported by text evidence"

WHAT DOES THIS MEAN TO ME?

A true statement is not always the best theme for a passage.

A generic moral can fit many stories without explaining this story's important ideas.

I test a theme by matching it to the character's learning and the text's specific details.

THIS WEEK'S FOCUS

Theme

from "A Day That Changed"

The passage teaches more than a quick rule about checking the sky. It develops ideas about weather, climate, time, and evidence. STAAR asks: **Why is "Always check the weather" not the best theme?**
Trap to avoid: **Generic moral that fits many stories.**

This deck teaches **testing a theme against a generic moral** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Theme

TEKS 4.8(A) • Theme • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

"This week we will test themes carefully. A statement can be true and still be too generic for a particular 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 look for the specific lesson about weather, climate, time, and evidence instead of settling for a general rule."

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

PREP & MATERIALS: the Theme slide deck for Cluster 6 Module 3 . a class or student copy of "A Day That Changed" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a true rule might still be a weak theme.

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 details that make a theme specific to the passage."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the whole lesson.

Read the line. Notice that Jayden learns a science idea about time and patterns, not only a rule about checking the weather.

"To describe climate, we would need information from many years."

I CAN | I can tell a whole-text theme from a generic moral.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Monday

TEKS 4.8(A) · Theme · 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 details that make a theme specific to the passage."

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

"A generic moral can sound true. A strong theme explains what this passage teaches in particular."

▶ Students circle the detail about many years and write what makes this lesson specific.

ANSWER KEY: The passage focuses on time, patterns, and evidence, not only checking the sky.

CHECK FOR UNDERSTANDING

Ask what idea about time the line adds.

COMMON MISCONCEPTION

Students may accept any true advice. The best theme must fit the passage's specific learning.

POSSIBLE STUDENT QUESTION

Can a true sentence still be a trap? Yes, if it is too generic for this text.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about separating a specific theme from a generic moral. Keep the demand at this level.

RAISE THE THINKING

Ask what other stories could fit the generic moral.

TODAY'S THINKING JOB

CHOOSE

"I can choose a specific theme instead of a generic moral."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the specific theme.

STAAR asks: **Why is "Always check the weather" not the best theme?** Choose the lesson that explains the whole passage.

"Scientists study weather information for many years before describing a place's climate."

A Careful use of evidence helps people understand patterns over time. • **B** Always check the weather. • **C** Weather and climate are science topics.

I CAN | I can explain why a true but general rule is not the best theme.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 specific theme instead of a generic moral."

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

"A should name the passage's science idea. B could fit almost any story about planning ahead."

▶ Students choose, then write one reason B is too generic for this passage.

ANSWER KEY: A. Careful use of evidence helps people understand patterns over time.

CHECK FOR UNDERSTANDING

Ask what evidence makes A more specific than B.

COMMON MISCONCEPTION

Students may choose B because it is useful advice. Useful advice is not automatically this passage's best theme.

POSSIBLE STUDENT QUESTION

What does a generic moral leave out? It leaves out the passage's specific ideas about weather, climate, and time.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a passage-specific theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how A includes evidence, patterns, and time.

TODAY'S THINKING JOB

SHOW

"I can use evidence to test a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show why the generic moral falls short.

Explain why **Always check the weather** is not the best theme and support a stronger theme with two details.

"One week of notes helps us describe recent weather."

I CAN | I can explain why a generic moral does not cover the whole passage.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use evidence to test a theme."

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

"Ask what the generic moral misses. Then name the details that the stronger theme includes."

▶ Students cite the one-week detail and the many-years detail, then explain the missing idea.

ANSWER KEY: The weather notes and long-term climate evidence make the theme more specific than a generic rule.

CHECK FOR UNDERSTANDING

Ask which detail would disappear if the theme were only about checking the weather.

COMMON MISCONCEPTION

Students may say B is false. It is a reasonable rule, but it is too generic for the whole passage.

POSSIBLE STUDENT QUESTION

Why do two details help? They show the passage develops a larger idea about evidence and time.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about using evidence to reject a generic moral. Keep the demand at this level.

RAISE THE THINKING

Ask how the desert and forest examples support the stronger theme.

TODAY'S THINKING JOB

OWN

"I can write a passage-specific theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own a specific theme.

Write a theme for the passage in a full sentence. Make it specific enough to explain the lessons about weather, climate, and time.

"Jayden looked back at his field day notes."

I CAN | I can write a theme that is stronger than a generic moral.

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Grade 4 · Cluster 6 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a passage-specific theme."

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

"Use the passage's repeated ideas to make your theme precise, not merely true."

▶ Students draft a theme, then underline the words that connect it to the passage's science ideas.

ANSWER KEY: Example: Comparing observations over time helps people understand changing patterns.

CHECK FOR UNDERSTANDING

Ask what part of the theme makes it specific to this passage.

COMMON MISCONCEPTION

Students may write a broad rule such as always plan ahead. Ask them to connect it to the text.

POSSIBLE STUDENT QUESTION

How can I improve a generic moral? Add the important idea the passage develops.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a specific whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to include evidence or patterns in their theme.

TODAY'S THINKING JOB

DEFEND

"I can defend a specific theme against a generic moral."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the generic moral trap.

A student wrote this theme: **Always check the weather.** Explain why it is a trap and name the trap.

"A single rainy day does not mean the climate has changed."

I CAN | I can explain what a generic answer leaves out.

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Grade 4 · Cluster 6 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a specific theme against a generic moral."

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

"The trap sounds true, but it could fit many stories. Ask what this text teaches that is more specific."

▶ Students name the trap, identify the missing idea about climate, and write a stronger theme.

ANSWER KEY: Generic moral that fits many stories. The answer leaves out the passage's lesson about time and patterns.

CHECK FOR UNDERSTANDING

Ask what detail proves this passage teaches more than checking the weather.

COMMON MISCONCEPTION

Students may reject the answer because it is bad advice. The real problem is that it is too generic.

POSSIBLE STUDENT QUESTION

What makes a generic moral weak? It does not explain the passage's distinctive evidence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a generic moral. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the trap into a passage-specific theme.

Find the specific theme independently.

Answer the question: Why is "Always check the weather" not the best theme? Write a stronger theme and cite two details.

Answer the STAAR question.
Write a specific theme.
Use two details to show why the generic moral falls short.

I CAN | I can reject a generic moral and support a more specific theme with evidence.

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

 ~5 min

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

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

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

"Find what this passage teaches that many other stories would not. Then prove it with details."

▶ 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 line adds the idea of long-term evidence. It shows that the passage teaches how weather and climate differ, not only that people should check the sky.

CHOOSE A. Careful use of evidence helps people understand patterns over time. B is Generic moral that fits many stories. C is Topic word, not theme.

SHOW The class learns that one week of notes describes weather, while climate needs information from many years. These details show that the passage teaches readers to use time and evidence to understand patterns, not only to check the weather.

OWN Answers vary. Example: Comparing observations over time helps people understand patterns. Jayden compares weather notes with climate patterns, and Ms. Rios explains that climate takes many years to describe.

DEFEND Generic moral that fits many stories. Checking the weather is reasonable advice, but this passage specifically teaches that weather changes quickly while climate describes patterns over a long time.

YOUR TURN Answers vary. Theme: Comparing observations over time helps people understand patterns. Evidence: one week of notes shows recent weather, while climate requires information from many years.

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Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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.

READ THIS PASSAGE EXCERPT.

“A single rainy day does not mean the climate has changed. ... One week of notes helps us describe recent weather. ... To describe climate, we would need information from many years.”

Which statement best describes a theme of the story?

- A** One week of notes can explain every climate pattern.
- B** Always check the weather before leaving home.
- C** The class kept weather journals for one week.
- D** Comparing weather observations with long-term patterns helps people understand climate.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it is useful advice, but it could fit many stories and misses the passage's lesson about time and patterns.

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.

THEME

The answer is D.

- A** **One week of notes can explain every climate pattern.**
Too broad. The story says climate requires information from many years, not one week of notes.
- B** **Always check the weather before leaving home.**
Generic moral that fits many stories. It is reasonable advice, but it misses the lesson about weather, climate, and time.
- C** **The class kept weather journals for one week.**
Topic word, not theme. This names an event instead of a life lesson.
- D** **Comparing weather observations with long-term patterns helps people understand climate. **Correct.****
Correct. The class compares short-term weather notes with long-term patterns to understand climate.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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 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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A strong theme response states a life lesson and proves it with text evidence.

Evidence should come from important details that develop the message, not just nearby topic words.

I explain how each detail supports the theme so my answer is convincing.

THIS WEEK'S FOCUS

Theme

from “A Day That Changed”

Write a theme about how careful observation and evidence help Jayden understand weather and climate. Defend it with two details. STAAR asks:

Short response: What is a theme of the story?

Defend it with two details. Trap to avoid: Topic-adjacent statement as message.

This deck teaches **defending a theme with two details** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Theme

TEKS 4.8(A) • Theme • 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 defend a theme with two details. A strong response gives the lesson and explains how the evidence proves it.”

▶ 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 avoid topic statements and use Jayden's observations and the class's long-term evidence to support a message.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 6 Module 4 . a class or student copy of "A Day That Changed" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what a complete theme response needs besides a theme sentence.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a detail that supports a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice evidence for the message.

Read the line. Notice that it names a way of thinking, which can support a theme about careful evidence.

"Instead, he knew to observe, compare, and think about time."

I CAN | I can tell a supporting detail from a complete theme statement.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Monday

TEKS 4.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a detail that supports a theme."

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

"A detail gives proof. A theme states the larger lesson that the proof supports."

▶ Students copy the line and write the broader lesson it supports.

ANSWER KEY: Jayden's decision to observe and compare is evidence for a broader theme.

CHECK FOR UNDERSTANDING

Ask what lesson the line helps prove.

COMMON MISCONCEPTION

Students may copy the line as their theme. A quote is evidence, not a global lesson.

POSSIBLE STUDENT QUESTION

Can one line be the theme? No. It can support a theme that is stated in a full sentence.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to find a second detail that supports the same lesson.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that I can defend with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose a defensible theme.

The short response asks: **What is a theme of the story? Defend it with two details.** Choose the statement that can be proved by two important details.

"Jayden reviewed his field day notes."

A Jayden kept notes in a notebook. • **B** Careful observation and evidence help people understand patterns. • **C** The weather was warm and sunny sometimes.

I CAN | I can avoid a topic-adjacent statement and choose a global lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme that I can defend with evidence."

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

"A theme must teach a life lesson. A topic detail cannot carry the whole response."

▶ Students choose, then underline the two details they would use to defend B.

ANSWER KEY: B. Careful observation and evidence help people understand patterns.

CHECK FOR UNDERSTANDING

Ask why A is only a topic detail.

COMMON MISCONCEPTION

Students may choose A because it is true. It does not state what the story teaches.

POSSIBLE STUDENT QUESTION

What makes B defensible? The story gives several details about observing, comparing, and using time.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme to defend. Keep the demand at this level.

RAISE THE THINKING

Ask students to name evidence from two different parts of the story.

TODAY'S THINKING JOB

SHOW

"I can defend a theme with two details and explanations."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show two pieces of evidence.

Defend this theme with two details: **Careful observation and evidence help people understand patterns.**

"The line helped him remember that climate is measured over many years."

I CAN | I can explain how separate details work together to prove a message.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 defend a theme with two details and explanations."

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

"Name the detail, then explain what it proves. Two details need two explanations."

▶ Students write one detail about observing and one about long-term evidence, with an explanation for each.

ANSWER KEY: The observation detail and the many-years detail together defend the theme.

CHECK FOR UNDERSTANDING

Ask students to point to the explanation after each detail.

COMMON MISCONCEPTION

Students may list two quotes without explaining them. Push for how each quote supports the theme.

POSSIBLE STUDENT QUESTION

Why use two details? They show the theme is developed more than once.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about defending a theme with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how Jayden's first mistake adds a third piece of evidence.

TODAY'S THINKING JOB

OWN

"I can write and defend a theme with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the evidence response.

Write a theme for the story in a full sentence. Then defend it with two details and explain each one.

"People use weather to make daily choices, such as carrying an umbrella or wearing a jacket."

I CAN | I can state a global lesson and explain two supporting details.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 and defend a theme with evidence."

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

"Write the theme, choose two strong details, and tell how each detail proves the message."

▶ Students draft a three-part response: theme, detail one with explanation, detail two with explanation.

ANSWER KEY: Example: Careful observation and long-term evidence help people make better choices.

CHECK FOR UNDERSTANDING

Ask whether each detail supports the whole theme, not just the topic.

COMMON MISCONCEPTION

Students may give two details but forget the theme or explanations. Check all three parts.

POSSIBLE STUDENT QUESTION

What makes evidence strong? It is important to the message and is explained.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a defended theme response. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace a weak detail with one about time or evidence.

TODAY'S THINKING JOB

DEFEND

"I can explain why a topic statement is not a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a topic-adjacent answer.

A student wrote this theme: **The weather can be sunny, cloudy, and rainy.** Explain why it is a trap and name the trap.

"They show the weather for this week,"

I CAN | I can defend a life lesson against a topic-adjacent statement.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme · Friday

TEKS 4.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can explain why a topic statement is not a theme."

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

"A topic detail may be true and still fail to answer what the story teaches."

▶ Students name the trap, circle the topic words, and rewrite the answer as a life lesson.

ANSWER KEY: Topic-adjacent statement as message. It lists weather details instead of stating the lesson.

CHECK FOR UNDERSTANDING

Ask what lesson the student must add to make the answer a theme.

COMMON MISCONCEPTION

Students may say the answer is wrong because weather can be other things. The main problem is that it is not a message.

POSSIBLE STUDENT QUESTION

How can I repair the trap? Explain what the weather details teach people to do.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a topic statement. Keep the demand at this level.

RAISE THE THINKING

Ask students to support their repaired theme with two details.

Write and defend the theme.

Answer the short response: What is a theme of the story? Defend it with two details.

Write a full-sentence theme.
Use two details from the story.
Explain how each detail supports the theme.

I CAN | I can write a theme and defend it with two explained details.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · 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.

“State the lesson, choose two important details, and explain how each detail supports the message.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The line shows Jayden's new way of thinking. It supports the theme that careful observation and comparison help people understand patterns, but the line itself is evidence, not the whole theme.

CHOOSE B. Careful observation and evidence help people understand patterns. A and C are Topic word, not theme answers.

SHOW Jayden observes clouds, wind, and temperature instead of only asking whether the sky is sunny. He also learns that climate is measured over many years. These details show that evidence reveals patterns.

OWN Answers vary. Example: Careful observation and long-term evidence help people make better choices. Evidence: Jayden observes weather details instead of guessing, and Ms. Rios explains that people use climate information when making choices.

DEFEND Topic-adjacent statement as message. The answer lists weather conditions, but it does not tell a life lesson. The story teaches readers to use observations and long-term evidence to understand patterns.

YOUR TURN Answers vary. Theme: Careful observation and long-term evidence help people understand patterns. Evidence: Jayden observes the sky's details, and the class learns that climate requires information from many years.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Jayden felt warm sunlight on his arms. ... The line helped him remember that climate is measured over many years. ... People use weather to make daily choices, such as carrying an umbrella or wearing a jacket.”

Which statement best answers the short-response question, **What is a theme of the story?** Defend it with two details.

- A** The weather includes clouds, wind, and temperature.
- B** Jayden learned about weather and climate at school.
- C** Careful observation and evidence help people understand patterns.
- D** People should stay inside whenever the weather changes.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Theme

TEKS 4.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it is true about weather, but it lists topic details instead of stating a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

A The weather includes clouds, wind, and temperature.
Topic-adjacent statement as message. This lists topic details but does not state a life lesson.

B Jayden learned about weather and climate at school.
Topic word, not theme. This summarizes the subject instead of explaining what the story teaches.

C Careful observation and evidence help people understand patterns. Correct.
Correct. Jayden observes weather details, and the class compares short-term notes with long-term climate patterns.

D People should stay inside whenever the weather changes.
Not in the text. The class goes outside to observe, and the story never teaches this rule.

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.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a poem is about, in a word or two.

The theme is the life lesson or message the poem teaches in a full sentence.

The test may use a word from the lines as a trap, so I prove the theme with details from the whole poem.

THIS WEEK'S FOCUS

Theme

from “The Roads Between Us”

This poem is about **connections across distances**. A **theme** is a lesson that fits the whole poem, such as **sharing across distances can help people understand one another**. STAAR asks: **What theme does the poet express in the poem?** Trap this week: **Word association from the lines**.

This deck teaches **finding a poem's theme the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Theme

TEKS 4.8(A) • Theme • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will find the theme of a longer poem. The topic names what the poem is about, but the theme explains the lesson.”

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

“We will follow ideas across rivers, deserts, roads, and water, then prove the poem's message with evidence.”

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

PREP & MATERIALS: the Theme 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 name a topic word and turn it into a possible life 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 details that hint at a poem's theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the poem's big idea.

Read the lines. Notice how the poet shows things and ideas moving from place to place. What bigger lesson might those details suggest?

"A basket, story, song, or seed Can travel far to meet a need."

I CAN | I can notice when a poem points to a lesson bigger than one object.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme · Monday

TEKS 4.8(A) · Theme · 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 details that hint at a poem's theme."

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

"A poem may name many things, but the theme explains what those details teach together."

▶ Students underline the things that travel and write one possible life lesson beside the NOTICE row.

ANSWER KEY: The traveling objects hint that sharing can connect people and meet needs.

CHECK FOR UNDERSTANDING

Ask a student to name two things that travel in these lines.

COMMON MISCONCEPTION

Students may name basket as the theme. A basket is one detail, not a life lesson.

POSSIBLE STUDENT QUESTION

Is basket a theme? No. It is a word in the poem. A theme is a lesson about life.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poem's theme clues. Keep the demand at this level.

RAISE THE THINKING

Ask what the traveling story or song might bring besides an object.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that fits a whole poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the poem's theme.

STAAR asks: **What theme does the poet express in the poem?** Choose the lesson that fits the roads, rivers, deserts, and water together.

"For when two different pathways meet, New thoughts can travel with our feet."

A Rivers, deserts, and ships • **B** People should never leave home • **C** Sharing across distances can help people understand one another

I CAN | I can choose a life lesson and avoid a word association trap.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme that fits a whole poem."

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

"Look for the choice that teaches a lesson, not the choice that merely repeats poem words."

▶ Students choose privately, then label one wrong choice with its trap name.

ANSWER KEY: C. Sharing across distances can help people understand one another.

CHECK FOR UNDERSTANDING

Ask why A names a topic detail instead of a theme.

COMMON MISCONCEPTION

Students may pick A because the poem names several kinds of travel. That is a topic detail, not the lesson.

POSSIBLE STUDENT QUESTION

What is Word association from the lines? It is choosing words that appear instead of the message they build.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting a poem theme. Keep the demand at this level.

RAISE THE THINKING

Ask a student to point to two stanzas that support C.

TODAY'S THINKING JOB

SHOW

"I can show how several poem details support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the theme with evidence.

Explain how the poem supports the theme that sharing across distances can help people understand one another. Use details from more than one stanza.

"Neighbors meet and goods are shared, And friendships grow because they cared."

I CAN | I can connect evidence from different parts of a poem to its lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 several poem details support a theme."

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

"Strong evidence comes from more than one place when the poem develops a big idea."

▶ Students copy this line and one other line that shows ideas or goods moving between people.

ANSWER KEY: Shared goods, news, views, and stories show that connections can build understanding.

CHECK FOR UNDERSTANDING

Ask a student to name a second detail besides the line on the slide.

COMMON MISCONCEPTION

Students may retell one journey. Push them to explain what several journeys teach.

POSSIBLE STUDENT QUESTION

Why use two details? Together they show the theme is repeated across the poem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a theme with poem evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the final stanza changes the meaning of road.

TODAY'S THINKING JOB

OWN

"I can write a theme in my own words."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the poem's message.

Write a theme for the whole poem in a full sentence. Make it a life lesson, not a list of roads or goods.

"A road is more than dirt or stone; It reaches farther than we've known."

I CAN | I can turn a poem's repeated details into a global life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme in my own words."

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

"Use the poem's details to make a lesson that could be true beyond this poem."

▶ Students write a full-sentence theme on the OWN row and copy one supporting line.

ANSWER KEY: Example: Connections between people can carry ideas and understanding across great distances.

CHECK FOR UNDERSTANDING

Ask a student to explain why their theme fits more than one stanza.

COMMON MISCONCEPTION

Students may write a summary about ships and camels. A summary tells events; a theme tells a lesson.

POSSIBLE STUDENT QUESTION

Does a theme need to mention a ship? No. It should stay true even when the story details change.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a poem theme independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student to make the theme more general without making it too broad.

TODAY'S THINKING JOB

DEFEND

"I can defend a strong theme and reject a word trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the trap.

A student wrote this theme: **Gold, salt, and pottery travel on roads.** Explain why it is a trap and name the trap.

"New thoughts can travel with our feet."

I CAN | I can explain why a choice with poem words may still miss the theme.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a strong theme and reject a word trap."

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

"Word association from the lines sounds familiar because it borrows poem words, but it does not state the lesson."

▶ Students write the trap name and replace the word list with a life lesson on the DEFEND row.

ANSWER KEY: Word association from the lines. The choice lists objects instead of explaining the poem's message.

CHECK FOR UNDERSTANDING

Ask a student to use the final stanza to disprove the trap.

COMMON MISCONCEPTION

Students may call the answer a topic. It is more specific: it grabs words from the lines without explaining their meaning.

POSSIBLE STUDENT QUESTION

How can I fix the trap? Explain what sharing those goods and ideas does for people.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending the strongest poem theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to create a new word association trap from a different stanza.

Find the theme on your own.

Return to the poem. Write the topic in one or two words. Then write a theme in a full sentence and copy two lines that support it.

Go back to the poem.
Write the topic in one or two words.
Write the theme in a full sentence.
Copy two lines that support it.

I CAN | I can infer a theme and prove it with evidence from a longer poem.

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

 ~5 min

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

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

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

“Topic first, then a full-sentence theme, then two proof lines from the poem.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The basket, story, song, and seed all travel to meet a need. These details hint that sharing can connect people and help them.

CHOOSE C. Sharing across distances can help people understand one another. A is Word association from the lines. B is Opposite of the poem's message.

SHOW The poem says neighbors meet and share goods, and it shows travelers sharing news, views, and stories. These details support the theme that connections spread understanding and can build relationships.

OWN Answers vary. Example: Connections between people can carry ideas and understanding across great distances.

DEFEND Word association from the lines. Gold, salt, and pottery appear in the poem, but the poem's message is about ideas and connections traveling between people.

YOUR TURN Answers vary. Topic: connections. Theme: Connections can carry ideas and understanding between people. Lines: Neighbors meet and goods are shared, And friendships grow because they cared.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · 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.

“Neighbors meet and goods are shared, And friendships grow because they cared. ... For when two different pathways meet, New thoughts can travel with our feet.”

Which statement best describes a theme of the poem?

A Sharing across distances can help people understand one another.

B People should travel only by ship.

C A traveler should carry a basket.

D Gold and salt are valuable goods.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because gold and salt are named in the poem, even though that choice does not state a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is A.

- A** **Sharing across distances can help people understand one another. Correct.**
Correct. The poem shows goods, news, stories, and ideas moving between people and building connections.
- B** **People should travel only by ship.**
Opposite. The poem shows rivers, deserts, roads, and water as ways people connect.
- C** **A traveler should carry a basket.**
Too narrow. A basket is one detail, not the lesson of the whole poem.
- D** **Gold and salt are valuable goods.**
Word association from the lines. These are poem details, not the message they help express.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

Images are word pictures that help readers imagine an idea.

A theme is a life lesson that fits the whole poem, not one image.

I can connect river and road images to the message they build about people and ideas.

THIS WEEK'S FOCUS

Theme

from “The Roads Between Us”

The river and road images show **connections** that move goods, stories, knowledge, and people. A theme is a full-sentence lesson supported by the whole poem. STAAR asks: **How do the river and road images support the theme?** Trap this week: **Topic word, not theme.**

This deck teaches **using imagery to prove a poem's theme** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Theme

TEKS 4.8(A) • Theme • 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 study imagery. A river or road can be more than a picture. It can help carry the poem's message.”

▶ 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 ask what the routes connect, what they carry, and how those details support a theme.”

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

PREP & MATERIALS: the Theme 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 what a road can represent in a story besides pavement.

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 images that support a poem's theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the images that carry ideas.

Read the lines. Picture the river and pathway. Notice what travels along them and ask what that movement teaches.

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN | I can connect a word picture to the bigger lesson it helps show.

The Writing Academy®, LLC

Grade 4 · Cluster 7 · Theme · Monday

TEKS 4.8(A) · Theme · 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 images that support a poem's theme."

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

"An image is not the theme by itself. Ask what the image helps readers understand."

▶ Students sketch the river and pathway, then write what the traveler gains.

ANSWER KEY: The river and pathway images show movement that can lead to learning and connection.

CHECK FOR UNDERSTANDING

Ask what the traveler does besides move: watches, listens, and learns.

COMMON MISCONCEPTION

Students may write river as the theme. River is an image and topic detail, not a life lesson.

POSSIBLE STUDENT QUESTION

What makes river different from theme? River is a word picture; theme is what the poem teaches about life.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about connecting imagery to theme. Keep the demand at this level.

RAISE THE THINKING

Ask what a pathway might represent besides a strip of land.

TODAY'S THINKING JOB

CHOOSE

"I can explain how images support a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose what the images support.

STAAR asks: **How do the river and road images support the theme?** Choose the statement that explains their message, not just their topic.

"A road is more than where we roam; It links a distant place to home."

A Rivers and roads • **B** Travel can connect distant people and carry ideas between them • **C** Ships are made of wood

I CAN | I can skip a topic word and choose the message shown by the images.

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Grade 4 · Cluster 7 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 explain how images support a theme."

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

"The right answer tells what the road image means across the poem."

▶ Students choose, then draw an arrow from the image to the lesson it supports.

ANSWER KEY: B. Travel can connect distant people and carry ideas between them.

CHECK FOR UNDERSTANDING

Ask why A stops before it explains the image.

COMMON MISCONCEPTION

Students may choose A because the words repeat in the poem. Repeated words can point to a theme, but they are not the theme.

POSSIBLE STUDENT QUESTION

What is Topic word, not theme? It is an answer that names the subject but leaves out the lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining imagery's role in theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace the topic words in A with a lesson.

TODAY'S THINKING JOB

SHOW

"I can use image details as evidence for a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show what the images mean.

Explain how the river and road images support the theme that travel can connect distant people and carry ideas. Use two details.

"It links a distant place to home."

I CAN | I can explain what a repeated image means across a poem.

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Grade 4 · Cluster 7 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 use image details as evidence for a theme."

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

"When an image appears in many forms, explain the common idea it carries each time."

▶ Students list the road, riverway, market, and port, then write the shared idea they show.

ANSWER KEY: The different routes all connect communities and move ideas, not just objects.

CHECK FOR UNDERSTANDING

Ask a student to identify one route besides a road.

COMMON MISCONCEPTION

Students may say only that roads are useful. Add how the routes affect people and knowledge.

POSSIBLE STUDENT QUESTION

Is naming a route enough? No. Explain how that route supports the poem's theme.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about using imagery as theme evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem complicates the idea of connection in stanza 7.

TODAY'S THINKING JOB

OWN

"I can write a theme and connect it to imagery."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the image-based theme.

Write a theme for the whole poem. Then explain in one sentence how the river or road image supports it.

"Ideas can journey with our feet."

I CAN | I can explain a poem's message without confusing its topic words with its theme.

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 a theme and connect it to imagery."

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

"A strong theme names a lesson, then the image gives you a way to prove that lesson."

▶ Students write the theme and a one-sentence explanation on the OWN row.

ANSWER KEY: Example: Connections can carry ideas between communities and change understanding.

CHECK FOR UNDERSTANDING

Ask a student to underline the lesson in their answer and circle the image evidence.

COMMON MISCONCEPTION

Students may write travel as the theme. Travel is a topic; the theme explains what connection through travel can do.

POSSIBLE STUDENT QUESTION

How can I improve travel into a theme? Add what travel teaches or changes for people.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from imagery. Keep the demand at this level.

RAISE THE THINKING

Ask whether the theme must say roads. It does not, if the lesson stays supported.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a topic-word trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the topic trap.

A student wrote this theme: **Roads and rivers**. Explain why it is a trap and name the trap.

"Our highways, railways, ports, and skies Still keep communities tied."

I CAN | I can explain why an image name is not a complete theme.

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Grade 4 · Cluster 7 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a theme against a topic-word trap."

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

"Topic word, not theme means the answer names what we see but never says what the poem teaches."

▶ Students add a lesson to the topic words and write the corrected theme on the DEFEND row.

ANSWER KEY: Topic word, not theme. Roads and rivers name images, not the poem's life lesson.

CHECK FOR UNDERSTANDING

Ask a student to use highways or ports as evidence for a corrected theme.

COMMON MISCONCEPTION

Students may say the trap is too short only. The key problem is that it names the topic and omits the message.

POSSIBLE STUDENT QUESTION

What question fixes the trap? Ask: What do these routes do for communities and ideas?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an image-supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another topic-word trap using markets or ships.

Find the message on your own.

Return to the poem. Write its topic in one or two words, a theme in a full sentence, and one river or road image that supports your theme.

Go back to the poem.
Write the topic in one or two words.
Write the theme in a full sentence.
Name one river or road image that supports it.

I CAN | I can infer a theme and explain how imagery supports it.

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

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

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

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

“Name the topic, write the lesson, then point to the image 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 bending river and turning pathway make travel seem active and connected. The traveler learns while moving, hinting that contact with others can bring new ideas.

CHOOSE B. Travel can connect distant people and carry ideas between them. A is Topic word, not theme. C is Not in the text's message.

SHOW The road image links a distant place to home, while the riverways, markets, ports, and skies carry goods and knowledge. Together, these images show that routes connect communities and spread ideas.

OWN Answers vary. Example: Connections can carry ideas between communities, and travel can change how people understand one another.

DEFEND Topic word, not theme. Roads and rivers are subjects and images in the poem, but the lesson is about how routes connect people and carry ideas.

YOUR TURN Answers vary. Topic: connection. Theme: Travel can connect communities and carry ideas. Image: A road links a distant place to home.

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 road is more than where we roam; It links a distant place to home. ... Our highways, railways, ports, and skies Still keep communities tied.”

How do the river and road images support the theme of the poem?

- A** They show that every journey is easy.
- B** They show that travel can connect people and carry ideas between communities.
- C** They prove that roads are more useful than rivers.
- D** They name the main topic of transportation.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because transportation is the topic, even though a topic word does not explain the poem's theme.

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 They show that every journey is easy.**
Opposite. The poem mentions long trips, storms, conflict, loss, and difficult journeys.
- B They show that travel can connect people and carry ideas between communities. Correct.**
Correct. Roads, rivers, ports, and skies link places while goods, knowledge, and stories move between people.
- C They prove that roads are more useful than rivers.**
Not in the text. The poem presents many routes as ways communities can connect.
- D They name the main topic of transportation.**
Topic word, not theme. Transportation names the subject but does not explain the lesson about connection.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A stanza is a group of lines that works like a paragraph in a poem.

A theme across stanzas grows as new examples add, deepen, or change the message.

I can use evidence from the beginning, middle, and end to prove the poem's whole lesson.

THIS WEEK'S FOCUS

Theme

from “What We Carry Forward”

The poem shows that people can carry ideas forward while questioning and improving them. STAAR asks:

How does the theme build from stanza to stanza?

Trap this week: **Describes one stanza only.**

This deck teaches **tracing a theme across stanzas** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 7 • Theme

TEKS 4.8(A) • Theme • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will trace a theme as it grows from stanza to stanza. The first idea may not be the poem's whole message.”

▶ 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 watch the poem move from carrying the past to questioning it and choosing what should continue.”

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

PREP & MATERIALS: the Theme 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 how a poem's ending can change the meaning of its beginning.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first part of a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the poem's beginning idea.

Read the stanza. Notice how an old rule, song, or story can travel into new hands. Save this first idea to compare with later stanzas.

"A song is sung, a story told; New hands can carry what is old."

I CAN | I can track an idea as it develops across a poem.

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Grade 4 · Cluster 7 · Theme · Monday

TEKS 4.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice the first part of a theme."

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

"The first stanza gives us a starting point, not always the whole theme."

▶ Students write the first idea in the margin, then leave room for later additions.

ANSWER KEY: People can carry old knowledge, stories, and traditions into the future.

CHECK FOR UNDERSTANDING

Ask what moves from old hands to new hands.

COMMON MISCONCEPTION

Students may stop with the opening stanza. Keep reading to see the poem add a warning and a choice.

POSSIBLE STUDENT QUESTION

Is the first stanza the whole message? Not yet. It starts an idea that later stanzas develop.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about tracking a theme across stanzas. Keep the demand at this level.

RAISE THE THINKING

Ask what questions the next stanzas might answer about carrying old things.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that grows across stanzas."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the developing theme.

STAAR asks: **How does the theme build from stanza to stanza?** Choose the lesson that can include the poem's examples and its final advice.

"We question, strengthen, change, and mend, Then pass our learning to a friend."

A People should remember old songs. • **B** The Renaissance changed art. • **C** People can learn from the past while improving what they pass on

I CAN | I can choose the whole message instead of an answer about one example.

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Grade 4 · Cluster 7 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme that grows across stanzas."

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

"A whole-poem theme must stretch across the history, traditions, learning, art, and final choice."

▶ Students mark one beginning, middle, and ending stanza that support C.

ANSWER KEY: C. People can learn from the past while improving what they pass on.

CHECK FOR UNDERSTANDING

Ask why B cannot explain the poem's many other examples.

COMMON MISCONCEPTION

Students may choose B because the Renaissance is important. It is one example inside a larger message.

POSSIBLE STUDENT QUESTION

How do I spot Describes one stanza only? Ask whether the choice explains the poem's other examples too.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a developing theme. Keep the demand at this level.

RAISE THE THINKING

Ask a student to add a later example to the correct theme.

TODAY'S THINKING JOB

SHOW

"I can show how stanzas add to a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how the theme grows.

Explain how the poem builds its theme from an inherited idea to a thoughtful choice about the future. Use evidence from at least two parts.

"We study history so we know What should remain and what should go."

I CAN | I can explain how the beginning, middle, and ending work together.

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Grade 4 · Cluster 7 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 stanzas add to a theme."

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

"The theme becomes stronger when later evidence adds a problem and a wise response."

▶ Students draw arrows from an early example, a warning, and the final advice to one theme sentence.

ANSWER KEY: The poem moves from inheritance, to questioning, to choosing what deserves a future.

CHECK FOR UNDERSTANDING

Ask which stanza changes the poem from simply carrying to judging what to carry.

COMMON MISCONCEPTION

Students may list examples without explaining how the idea changes. Require the connection between them.

POSSIBLE STUDENT QUESTION

What does the ending add? It says readers must question, strengthen, change, and mend what they inherit.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how stanza 16 prevents an overly simple theme about keeping everything old.

TODAY'S THINKING JOB

OWN

"I can write a theme that fits the whole poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the whole-poem theme.

Write a theme for the whole poem. In a second sentence, explain how one early stanza and one late stanza work together.

"We keep the wisdom, face mistakes, And choose the future that each choice makes."

I CAN | I can explain how an ending deepens an idea introduced at the beginning.

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Grade 4 · Cluster 7 · Theme · Thursday

TEKS 4.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme that fits the whole poem."

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

"A strong theme includes the poem's important turn, not just its first example."

▶ Students write a theme and connect an early quote to a late quote on the OWN row.

ANSWER KEY: Example: We should learn from the past, question what is wrong, and improve what we give to the future.

CHECK FOR UNDERSTANDING

Ask a student to show how their late evidence adds to their early evidence.

COMMON MISCONCEPTION

Students may summarize every historical example. A theme should combine examples into one lesson.

POSSIBLE STUDENT QUESTION

Why does the ending matter? It tells readers what to do with the knowledge they inherit.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme across a poem. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise a theme that only says to remember history.

TODAY'S THINKING JOB

DEFEND

"I can defend a whole-poem theme against a one-stanza trap."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against the one-stanza trap.

A student wrote this theme: **The Renaissance helped artists study ancient skills.** Explain why it is a trap and name the trap.

"They questioned, studied, changed, and tried, Then carried older thought outside."

I CAN | I can explain why one example cannot stand for the poem's entire message.

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Grade 4 · Cluster 7 · Theme · Friday

TEKS 4.8(A) · Theme · 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 a whole-poem theme against a one-stanza trap."

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

"Describes one stanza only means the answer may be true but is too small for the whole poem."

▶ Students name two other sections that the trap leaves out and write a larger theme.

ANSWER KEY: Describes one stanza only. The Renaissance example supports the theme but is not the whole theme.

CHECK FOR UNDERSTANDING

Ask a student to name one early and one late section missing from the trap.

COMMON MISCONCEPTION

Students may reject the trap because it is false. It is a real detail, but it is not a whole-poem lesson.

POSSIBLE STUDENT QUESTION

How can a true statement still be a trap? It may describe only one small part of the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a whole-poem theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the Renaissance detail into evidence for a global theme.

Trace the theme on your own.

Return to the poem. Write a full-sentence theme, then copy one line from the first half and one line from the last half that show how the theme develops.

Go back to the poem.
Write the theme in a full sentence.
Copy one line from the first half.
Copy one line from the last half.

I CAN | I can trace a theme from the beginning of a poem to its ending.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · 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.

“Use one line from the beginning and one from the ending to prove how the theme grows.”

▶ 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 opening introduces the idea that people inherit knowledge and traditions from earlier generations. Later stanzas will show that carrying something forward can also involve changing it.

CHOOSE C. People can learn from the past while improving what they pass on. A is Too narrow. B is Describes one stanza only.

SHOW Early stanzas show people carrying rules, songs, skills, and books forward. Later stanzas warn that some customs and laws were harmful, so the final stanzas teach readers to question, repair, and choose wisely.

OWN Answers vary. Example: We should learn from the past, question what is wrong, and improve what we give to the future.

DEFEND Describes one stanza only. The Renaissance is one example of learning from the past, but the whole poem also discusses law, tradition, scholarship, music, mistakes, and future choices.

YOUR TURN Answers vary. Theme: We should learn from the past and thoughtfully improve what we pass on. Lines: New hands can carry what is old. We keep the wisdom, face mistakes, And choose the future that each choice makes.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · 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.

“We study history so we know What should remain and what should go. ... We question, strengthen, change, and mend, Then pass our learning to a friend.”

Which statement best describes a theme of the poem?

- A** People should remember old songs.
- B** The Renaissance changed art.
- C** People can learn from the past while improving what they pass on.
- D** Learning history is useful for school.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · 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 B because the Renaissance appears in the poem, even though it describes only one stanza.

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.

THEME

The answer is C.

- A People should remember old songs.**
Too narrow. Songs are one kind of legacy, but the poem covers many kinds of learning and choice.
- B The Renaissance changed art.**
Describes one stanza only. The Renaissance is one example, not the lesson of all nineteen stanzas.
- C People can learn from the past while improving what they pass on. Correct.**
Correct. The poem shows people carrying ideas forward, questioning mistakes, and choosing what to keep or change.
- D Learning history is useful for school.**
Too narrow. The poem connects history to laws, culture, choices, and future generations, not just school.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A strong theme is a global life lesson supported by the whole poem.

Evidence can show what people inherited, questioned, changed, and shared.

I can defend the strongest theme by checking every part of the poem, including its warnings and final question.

THIS WEEK'S FOCUS

Theme*from “What We Carry Forward”*

The whole poem teaches that we should learn from the past, question what we inherit, and help shape the future. STAAR asks: **Which theme is best supported by the whole poem, and why?** Trap this week: **Life lesson not supported by this text.**

This deck teaches **defending the strongest theme** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 7 • Theme

TEKS 4.8(A) • Theme • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will defend the strongest theme in a complex poem. We will check the whole poem, not just the lines we like best.”

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

“The poem values what people inherit, but it also asks us to question, repair, and add our own voices.”

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

PREP & MATERIALS: the Theme 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 why a theme must fit both the poem's examples and its warnings.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the choice at the heart of a poem's theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the poem's central choice.

Read the lines. Notice that the poem does not tell readers to keep everything old. It asks them to make thoughtful choices about what moves forward.

"We do not carry all things blind; We question, learn, and change our mind."

I CAN | I can notice when a poem asks readers to think before accepting a tradition.

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Grade 4 · Cluster 7 · Theme · Monday

TEKS 4.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice the choice at the heart of a poem's theme."

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

"Look for the poem's repeated action. Here, people study, question, repair, and choose."

▶ Students circle the action words and write what they show about the poem's message.

ANSWER KEY: The poem teaches readers to examine what they inherit before carrying it forward.

CHECK FOR UNDERSTANDING

Ask which word shows that people should not accept everything blindly.

COMMON MISCONCEPTION

Students may write change as the whole theme. Change matters, but the poem explains how to choose wise changes.

POSSIBLE STUDENT QUESTION

Does the poem say all old things are bad? No. It tells readers to keep what is wise and repair what is wrong.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poem's strongest message. Keep the demand at this level.

RAISE THE THINKING

Ask why evidence and voices matter when people decide what to preserve.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest theme and defend it with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose and defend the strongest theme.

STAAR asks: **Which theme is best supported by the whole poem, and why?** Choose the lesson that matches the poem's history, culture, warnings, and ending.

"The past can offer us a map, But we decide the forward path."

A Everything from the past should be preserved exactly. • **B** We should learn from the past and shape the future wisely • **C** People should enjoy songs about history

I CAN | I can choose the lesson that fits the whole poem, including its cautions.

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Grade 4 · Cluster 7 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 strongest theme and defend it with evidence."

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

"The strongest theme must fit the poem's praise for inheritance and its warnings about harmful customs."

▶ Students compare each choice with the poem's final three stanzas before deciding.

ANSWER KEY: B. We should learn from the past and shape the future wisely.

CHECK FOR UNDERSTANDING

Ask whether the poem supports keeping harmful laws and customs unchanged.

COMMON MISCONCEPTION

Students may pick B because the poem values history. It also says to question, repair, and change what is wrong.

POSSIBLE STUDENT QUESTION

What makes a theme strongest? It must explain the whole poem, including its exceptions and final advice.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about defending the strongest theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the choices so the best theme includes both learning and questioning.

TODAY'S THINKING JOB

SHOW

"I can defend a theme with evidence from the whole poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show why the strongest theme fits.

Explain why the whole poem supports a theme about learning from the past and shaping the future wisely. Use evidence from two different sections.

"We keep what's wise, repair what's wrong, and add our voices to the song."

I CAN | I can use both supporting and warning details to prove a theme.

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Grade 4 · Cluster 7 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 defend a theme with evidence from the whole poem."

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

"A strong defense handles the poem's complicated parts instead of choosing only the easiest example."

▶ Students cite one line about preserving knowledge and one line about questioning or repairing it.

ANSWER KEY: The poem supports thoughtful inheritance: learn from the past, then choose and improve what continues.

CHECK FOR UNDERSTANDING

Ask a student to name one detail that supports preserving and one that supports changing.

COMMON MISCONCEPTION

Students may use only the final stanza. Add an earlier example to show the theme is developed throughout.

POSSIBLE STUDENT QUESTION

Why include a warning detail? It proves the theme is about wise choices, not blind preservation.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about proving a whole-poem theme. Keep the demand at this level.

RAISE THE THINKING

Ask how the missing voices in stanza 28 affect the choice readers must make.

TODAY'S THINKING JOB

OWN

"I can write and defend a theme that fits a complex poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own your strongest theme.

Write the strongest theme for the whole poem. Then name two details that make your theme stronger than a simple lesson about preserving history.

"The past may place things in our hands, But we help shape where the future stands."

I CAN | I can include a poem's praise, warning, and final choice in my theme thinking.

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Grade 4 · Cluster 7 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 and defend a theme that fits a complex poem."

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

"The best theme is not just true. It explains the poem's full pattern of evidence."

▶ Students write a theme and list one preserving detail plus one questioning detail on the OWN row.

ANSWER KEY: Example: We should learn from the past, question what is harmful, and use our choices to shape a better future.

CHECK FOR UNDERSTANDING

Ask a student which evidence makes their theme more complete.

COMMON MISCONCEPTION

Students may write a personal motto with no text support. Remind them to point to the poem's evidence.

POSSIBLE STUDENT QUESTION

What makes a life lesson supported by this text? The poem must show the idea through several connected details.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and defending a complex theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to test their theme against stanza 25 before finalizing it.

TODAY'S THINKING JOB

DEFEND

"I can reject a life lesson that the text does not support."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against an unsupported lesson.

A student wrote this theme: **People should follow every tradition because old ways are always best.** 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 defend a theme by checking it against the poem's whole message.

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Grade 4 · Cluster 7 · Theme · Friday

TEKS 4.8(A) · Theme · 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 reject a life lesson that the text does not support."

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

"A life lesson can sound wise and still be wrong for this text if the poem argues against it."

▶ Students copy the warning line and write a corrected theme on the DEFEND row.

ANSWER KEY: Life lesson not supported by this text. The poem rejects following every old way blindly.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact words that disprove the trap.

COMMON MISCONCEPTION

Students may call the trap too broad. The key issue is that the poem directly rejects its lesson.

POSSIBLE STUDENT QUESTION

How do I test an appealing lesson? Compare it with the poem's warnings, examples, and final advice.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about rejecting an unsupported life lesson. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the trap into a theme the whole poem supports.

Defend the theme on your own.

Return to the poem. Write its strongest theme in a full sentence. Then copy one line that supports preserving knowledge and one line that supports questioning it.

Go back to the poem.
Write the strongest theme in a full sentence.
Copy one line about preserving.
Copy one line about questioning or changing.

I CAN | I can defend a whole-poem theme with evidence that includes a warning.

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

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

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

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

“Choose the lesson, test it against the whole poem, and prove it with a supporting line and a warning line.”

▶ 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 lines show that carrying the past requires questioning and learning. The poem's message is not to accept everything blindly, but to choose wisely.

CHOOSE B. We should learn from the past and shape the future wisely. A is Life lesson not supported by this text. C is Too narrow.

SHOW The poem shows that old laws, skills, books, songs, and hopes can guide people, but it also names harmful customs and missing voices. The final advice is to keep what is wise, repair what is wrong, and add new voices.

OWN Answers vary. Example: We should learn from the past, question what is harmful, and use our choices to shape a better future.

DEFEND Life lesson not supported by this text. The poem values useful knowledge, but it clearly says some customs and laws caused harm and must be questioned or changed.

YOUR TURN Answers vary. Theme: We should learn from the past, question what is harmful, and shape the future wisely. Lines: A copied book, protected well, Held more than words that ink could tell. We do not carry all things blind; We question, learn, and change our mind.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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 statement best describes a theme of the poem?

- A** People should study the past, question what they inherit, and shape the future wisely.
- B** People should preserve every tradition exactly as it was.
- C** Songs can help people feel that they belong.
- D** History is important.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds respectful of history, even though the poem says some old laws and customs caused harm.

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.

THEME

The answer is A.

People should study the past, question what they inherit, and shape the future wisely. Correct.

A Correct. The whole poem shows learning from the past, examining evidence, repairing harm, and choosing what to share forward.

People should preserve every tradition exactly as it was.

B Life lesson not supported by this text. The poem says some customs and laws were harmful and should change.

Songs can help people feel that they belong.

C Too narrow. Songs are one example within a poem about many kinds of inheritance and future choices.

History is important.

D Topic word, not theme. This names a broad topic but does not state the poem's specific lesson about using history wisely.

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Grade 4 · Cluster 7 · Theme

TEKS 4.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

"The answer is 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.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A shared theme is a life lesson that both texts support.

Two poems may use different examples to develop one connected message.

I can compare evidence from both poems before choosing a shared theme.

THIS WEEK'S FOCUS

Theme

from “The Roads Between Us and What We Carry Forward”

The two poems show that connections carry ideas, culture, and choices across time and distance.

STAAR asks: **What theme do both poems share?**

Trap this week: **One poem only, too narrow.**

This deck teaches **comparing a theme across two poems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Theme

TEKS 4.8(A) • Theme • 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 will compare two poems and defend a theme they share. We will prove the connection with evidence from both.”

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

“One poem follows roads and pathways, while the other follows ideas and traditions. Both show that connections can carry meaning forward.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 1 . a class or student copy of "The Roads Between Us" and "What We Carry Forward" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask why a shared theme needs evidence from both poems.

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 idea that may connect two poems."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice what travels in both poems.

Read the line. Notice that roads and pathways carry more than objects. Hold this idea while you look for a matching idea in the second poem.

"But every road can carry more Than boxes stacked from floor to floor."

I CAN | I can look for a shared theme instead of a detail from one poem.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme · Monday

TEKS 4.8(A) · Theme · 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 an idea that may connect two poems."

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

"A shared theme must have room for evidence from both poems."

▶ Students underline what travels in the notice line and write one possible connection.

ANSWER KEY: Connections carry more than objects; they also carry ideas, culture, and meaning.

CHECK FOR UNDERSTANDING

Ask what the road carries besides boxes.

COMMON MISCONCEPTION

Students may name trade as the theme. Trade is one example, not the shared life lesson.

POSSIBLE STUDENT QUESTION

What should I compare? The idea in one poem with the larger idea in the other poem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a shared idea. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of thing can travel even when it cannot be held.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that both poems support."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the shared theme.

STAAR asks: **What theme do both poems share?** Choose the life lesson supported by the roads poem and the poem about carrying ideas forward.

"It carries language, thought, and art, And pieces of the human heart."

A Connections can carry ideas and culture that shape people over time. • **B** The Caddo used rivers to trade pots and baskets. • **C** People should travel on roads to learn about history.

I CAN | I can choose a shared lesson instead of a detail from one poem.

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Grade 4 • Cluster 8 • Theme • Tuesday

TEKS 4.8(A) · Theme · 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 a theme that both poems support."

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

"The best answer reaches across both poems and explains more than one example."

▶ Students mark one line from each poem that supports A.

ANSWER KEY: A. Connections can carry ideas and culture that shape people over time.

CHECK FOR UNDERSTANDING

Ask which choice can explain both trade routes and inherited ideas.

COMMON MISCONCEPTION

Students may choose B because rivers and trade are important. That detail comes from only one poem.

POSSIBLE STUDENT QUESTION

How do I spot One poem only, too narrow? I check whether the choice leaves the second poem out.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to add one detail from the second poem to the correct choice.

TODAY'S THINKING JOB

SHOW

"I can prove a shared theme with two texts."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how both poems support it.

Explain how each poem develops the shared theme. Use one evidence line from the roads poem and one from the poem about carrying ideas forward.

"A student listened, read, and learned, Then carried knowledge when returned."

I CAN | I can connect evidence from separate poems to one life lesson.

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Grade 4 · Cluster 8 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 prove a shared theme with two texts."

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

"Two pieces of evidence become powerful when you explain the connection between them."

▶ Students write the source of each evidence line and connect both to the same theme.

ANSWER KEY: Both poems show that connections move meaningful ideas beyond their starting place.

CHECK FOR UNDERSTANDING

Ask how the student's learning connects to the road's reach.

COMMON MISCONCEPTION

Students may summarize each poem separately. Ask them to name the shared lesson.

POSSIBLE STUDENT QUESTION

Why use evidence from both? A shared theme must be supported by both texts.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask how a road can be a symbol for more than travel.

TODAY'S THINKING JOB

OWN

"I can write and support a theme shared by two poems."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the shared theme.

Write a full-sentence theme for both poems. Then explain how one detail from each poem supports your theme.

"The past may place things in our hands, But we help shape where the future stands."

I CAN | I can use two texts to defend one global life lesson.

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Grade 4 · Cluster 8 · Theme · Thursday

TEKS 4.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write and support a theme shared by two poems."

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

"A strong shared theme is broad enough for both poems but specific enough to be proven."

▶ Students write a theme and label one supporting detail from each poem on the OWN row.

ANSWER KEY: Example: Connections can carry knowledge and culture forward, and people help decide how those ideas shape the future.

CHECK FOR UNDERSTANDING

Ask which words in the theme are supported by each poem.

COMMON MISCONCEPTION

Students may write a topic such as roads or history. Turn the topic into a life lesson.

POSSIBLE STUDENT QUESTION

What makes a comparison complete? It names the shared lesson and explains evidence from both poems.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise a theme that only mentions travel.

TODAY'S THINKING JOB

DEFEND

"I can reject a theme that fits only one poem."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a narrow choice.

A student wrote this theme: **Trade routes helped people move goods across the land.** Explain why it is a trap and name the trap.

"A road is more than dirt or stone; Its greatest reach may stay unknown."

I CAN | I can explain why a true detail may still be too narrow for two texts.

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Grade 4 · Cluster 8 · Theme · Friday

TEKS 4.8(A) · Theme · 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 reject a theme that fits only one poem."

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

"A detail can be true and still fail the two-text test if it leaves one poem out."

▶ Students name the missing poem and revise the trap into a shared theme.

ANSWER KEY: One poem only, too narrow. Trade is one part of the first poem, not a lesson shared by both poems.

CHECK FOR UNDERSTANDING

Ask what evidence from the second poem the trap cannot explain.

COMMON MISCONCEPTION

Students may call it false. The statement is true, but it is too small for the paired texts.

POSSIBLE STUDENT QUESTION

How can a true answer be wrong? It may explain only one text when the question asks about both.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a two-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to add the idea of carrying knowledge to make the trap global.

Defend the shared theme on your own.

Return to both poems. Write a shared theme in a full sentence. Copy one line from each poem that proves the theme.

Go back to both poems.
Write a shared theme in a full sentence.
Copy one line from each poem that supports it.

I CAN | I can defend a shared theme with evidence from both poems.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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.

“Name the shared life lesson, then prove it with one line from each poem.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The first poem says that roads carry language, thought, and art, not only goods. This gives us an idea to compare with the second poem's examples of ideas and traditions traveling forward.

CHOOSE A. Connections can carry ideas and culture that shape people over time. B is One poem only, too narrow. C is a life lesson the poems do not support.

SHOW The roads poem shows pathways carrying language, thought, and art. The second poem shows a student carrying knowledge forward. Together, they show that connections help ideas and culture reach new people and times.

OWN Answers vary. Example: Connections can carry knowledge and culture forward, and people help decide how those ideas shape the future. The roads carry thought and art, while the second poem shows people choosing what to preserve or change.

DEFEND One poem only, too narrow. The statement describes trade in the roads poem, but it leaves out the second poem's ideas about knowledge, culture, and choices carried forward.

YOUR TURN Answers vary. Theme: Connections can carry ideas and culture forward, shaping people across time and distance. Lines: It carries language, thought, and art, And pieces of the human heart. A student listened, read, and learned, Then carried knowledge when returned.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · Week 33 of 36 · Cluster 8 · 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.

“It carries language, thought, and art, And pieces of the human heart. ... We do not carry all things blind; We question, learn, and change our mind.”

Which statement best describes a theme shared by both poems?

- A** Trade routes help people move goods from place to place.
- B** Connections can carry ideas and culture forward, shaping people over time.
- C** People should preserve every tradition exactly as it was.
- D** Roads and rivers are useful ways to travel.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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

Choosing A because trade is important in one poem, even though the question asks for a theme shared by both.

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.

THEME

The answer is B.

- A Trade routes help people move goods from place to place.**
One poem only, too narrow. It describes goods in the roads poem but not the second poem's larger lesson.
- B Connections can carry ideas and culture forward, shaping people over time. Correct.**
Correct. Both poems show ideas, knowledge, culture, and choices moving to new people and future times.
- C People should preserve every tradition exactly as it was.**
Not in the text. The second poem says people should question and change harmful traditions.
- D Roads and rivers are useful ways to travel.**
Topic word, not theme. This names ways to travel instead of stating the shared life lesson.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A poem's theme and an informational text's message can express a related life lesson.

A topic tells what a text discusses, but a message tells what readers should understand.

I can compare the big ideas in two genres and support the connection with evidence.

THIS WEEK'S FOCUS

Theme

from “What We Carry Forward and What Shapes a Society? Ideas, Choices, and Culture”

The poem and the informational text show that people can use ideas from the past to make thoughtful changes. STAAR asks: **Both are big life lessons: how does the poem's theme connect to the message of the informational text?** Trap this week: **Topic-adjacent statement as message.**

This deck teaches **connecting a literary theme to an informational message** 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 connect a poem's theme to an informational text's message. We will look for the lesson behind the shared topic.”

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

“Both texts show that the past can offer ideas, but people must think carefully about how to use them for the future.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 2 . a class or student copy of “What We Carry Forward” and “What Shapes a Society? Ideas, Choices, and Culture” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask how a topic differs from a message.

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 poem's big life lesson."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the poem's lesson about the past.

Read the line from the poem. Notice that carrying the past includes making choices. Keep that idea ready to compare with the informational text.

"The past may place things in our hands, But we help shape where the future stands."

I CAN | I can separate a poem's theme from a topic word.

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Grade 4 · Cluster 8 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a poem's big life lesson."

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

"A theme tells what people should learn or do, not just what the poem mentions."

▶ Students circle the action words in the notice line and write the lesson they suggest.

ANSWER KEY: People can learn from the past and help shape what comes next.

CHECK FOR UNDERSTANDING

Ask what people do with what the past places in their hands.

COMMON MISCONCEPTION

Students may answer history. That is the topic, not the poem's complete lesson.

POSSIBLE STUDENT QUESTION

What is the difference between topic and theme? Topic names the subject; theme states the lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a literary theme. Keep the demand at this level.

RAISE THE THINKING

Ask how the word shape changes the line from a fact into a lesson.

TODAY'S THINKING JOB

CHOOSE

"I can choose a message that connects two texts."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the connected message.

The poem's theme and the informational text's message should connect. Choose the statement that fits both the poem and the article about ideas, choices, and culture.

"People can study old ideas, reconsider them, and apply them in new situations."

- A** People in the Renaissance studied ancient Greece and Rome. • **B** The past can help people make wiser choices for the future. • **C** History includes old ideas and important names.

I CAN | I can choose a life lesson instead of a nearby topic statement.

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Grade 4 · Cluster 8 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a message that connects two texts."

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

"The correct connection should explain the poem's choices and the article's examples of change."

▶ Students label which part of the article supports B and which part supports the larger connection.

ANSWER KEY: B. The past can help people make wiser choices for the future.

CHECK FOR UNDERSTANDING

Ask whether B tells what readers should learn or only names a detail.

COMMON MISCONCEPTION

Students may choose C because it sounds like a summary. It does not explain what people should do with history.

POSSIBLE STUDENT QUESTION

How do I spot Topic-adjacent statement as message? I ask whether the choice is only near the topic instead of a true lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a connected message. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn a topic statement into a life lesson.

TODAY'S THINKING JOB

SHOW

"I can connect a poem's theme to an article's message."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show the connection across genres.

Explain how the poem's theme connects to the informational text's message. Use one line from the poem and one sentence from the article.

"They studied, questioned, then combined old learning with a changing mind."

I CAN | I can explain how two genres teach a related life lesson.

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Grade 4 · Cluster 8 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 connect a poem's theme to an article's message."

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

"The connection is strongest when both texts support the same action or lesson."

▶ Students write one poem detail and one article detail, then finish the sentence: Both texts show that...

ANSWER KEY: Both texts show that the past can guide change when people study it thoughtfully instead of copying it blindly.

CHECK FOR UNDERSTANDING

Ask what action appears in both the poem and article: copying, questioning, or ignoring.

COMMON MISCONCEPTION

Students may list Renaissance facts without explaining the poem's theme. Require the shared lesson.

POSSIBLE STUDENT QUESTION

Why compare the genres? The different forms can still develop one related idea.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing a cross-genre connection. Keep the demand at this level.

RAISE THE THINKING

Ask how the article's phrase apply them in new situations deepens the poem's message.

TODAY'S THINKING JOB

OWN

“I can write and defend a connection between two texts.”

EXACT TEKS WORDING

“infer basic themes supported by text evidence”

Own the connected life lesson.

Write a life lesson supported by both texts. Then explain how the poem and the informational text each develop it.

"The past does not have to remain behind us."

ICAN I can use evidence from a poem and an article to support one lesson.

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Grade 4 • Cluster 8 • Theme • Thursday

TEKS 4.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday • OWN • Advanced



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

“Today's thinking job is OWN. I can write and defend a connection between two texts.”

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

“A connected lesson must fit the whole idea of each text, not one shared word.”

► Students write a message and name one poem detail plus one article detail that support it.

ANSWER KEY: Example: People should study the past, question what they inherit, and use useful ideas to make thoughtful changes.

CHECK FOR UNDERSTANDING

Ask whether the message explains both texts or only one historical example.

COMMON MISCONCEPTION

Students may write that both texts are about history. Add the action people should take.

POSSIBLE STUDENT QUESTION

What makes a message global? It tells what people can learn beyond the named historical examples.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a connected message.
Keep the demand at this level.

RAISE THE THINKING

Ask students to revise a statement that only says the Renaissance was important.

TODAY'S THINKING JOB

DEFEND

"I can reject a topic statement that is not a message."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a nearby topic statement.

A student wrote this message: **The texts are about history and old ideas.** Explain why it is a trap and name the trap.

"An idea does not need to solve every problem immediately to become important."

I CAN | I can explain why a nearby topic is not a supported life lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme · Friday

TEKS 4.8(A) · Theme · 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 reject a topic statement that is not a message."

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

"A message must say what the text teaches, not merely list what it talks about."

▶ Students underline the topic words, name the trap, and rewrite the statement as a life lesson.

ANSWER KEY: Topic-adjacent statement as message. History and old ideas are topics; the message is about using the past thoughtfully.

CHECK FOR UNDERSTANDING

Ask what action is missing from the trap.

COMMON MISCONCEPTION

Students may call it too broad. The main problem is that it names topics instead of a message.

POSSIBLE STUDENT QUESTION

What should a message include? A global lesson or action supported by the texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a cross-genre message. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a verb that turns the topic into a supported lesson.

Connect the texts on your own.

Write a life lesson shared by the poem and the informational text. Copy one line from the poem and one sentence from the article that support your connection.

Go back to both texts.
Write a shared life lesson.
Copy one line from the poem.
Copy one sentence from the article.

I CAN | I can defend a cross-genre message with two pieces of evidence.

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

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

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

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

“State the shared life lesson, then prove it with one line from the poem and one sentence from the article.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The poem teaches that people receive ideas and traditions from the past, but they still choose how to use, repair, or change them for the future.

CHOOSE B. The past can help people make wiser choices for the future. A is Too narrow. C is Topic-adjacent statement as message.

SHOW The poem says people should decide what to preserve, question, or repair. The article says people can study old ideas, reconsider them, and apply them in new situations. Both show that the past can guide better choices.

OWN Answers vary. Example: People should study the past, question what they inherit, and use useful ideas to make thoughtful changes. The poem describes preserving and repairing; the article shows old ideas used in new ways.

DEFEND Topic-adjacent statement as message. The statement names subjects in both texts, but it does not explain the lesson that people should study, question, and use ideas thoughtfully.

YOUR TURN Answers vary. Lesson: People should learn from the past and use its ideas thoughtfully to shape the future. Lines: We keep what's wise, repair what's wrong, and add our voices to the song. People can study old ideas, reconsider them, and apply them in new situations.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“The past may place things in our hands, But we help shape where the future stands. ...
People can study old ideas, reconsider them, and apply them in new situations.”**

Which statement best connects the poem's theme to the informational text's message?

- A** History is made of old ideas and important names.
- B** The Renaissance brought back interest in ancient Greece and Rome.
- C** People can learn from the past and use ideas thoughtfully to shape the future.
- D** People should repeat old ideas exactly as earlier generations used them.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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 A because it names the topic of both texts, even though it does not state the connected 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.

THEME

The answer is C.

History is made of old ideas and important names.

- A** Topic-adjacent statement as message. It names subjects from the texts but gives no lesson about what people should do.

The Renaissance brought back interest in ancient Greece and Rome.

- B** Too narrow. This is one example from the informational text and does not connect to the poem's whole theme.

People can learn from the past and use ideas thoughtfully to shape the future. Correct.

- C** Correct. The poem teaches wise choosing, and the article shows people reconsidering old ideas and applying them in new situations.

People should repeat old ideas exactly as earlier generations used them.

- D** Opposite. Both texts show questioning, changing, and applying ideas rather than copying everything exactly.

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)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A shared theme is a life lesson that two complete stories both support.

The strongest comparison explains how different events develop a related idea.

I can use evidence from each story to prove a theme rather than choose a generic moral.

THIS WEEK'S FOCUS

Theme

from “Dream and A Day That Changed”

The two stories show that careful attention helps people understand more and make thoughtful choices. STAAR asks: **Which theme connects both stories, and what evidence proves it?** Trap this week: **Generic moral that fits many stories.**

This deck teaches **finding a theme across two stories** 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 connect a theme across two stories. We will look for the specific lesson both characters learn.”

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

“One story teaches through listening and hope. The other teaches through observing weather and thinking over time.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 3 . a class or student copy of “Dream” and “A Day That Changed” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what both characters do before they understand more.

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 lesson that may connect two stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the narrator learning to pay attention.

Read the line from Dream. Notice how listening and observing help the narrator understand a larger idea. Compare that kind of attention with Jayden's learning in the second story.

"Maybe I could simply listen, observe, and remember."

I CAN | I can compare how different characters learn through attention.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a lesson that may connect two stories."

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

"A shared theme grows from what both characters learn, not just from what happens to them."

▶ Students circle the three action words and write what each action helps the narrator do.

ANSWER KEY: Careful attention can lead to deeper understanding.

CHECK FOR UNDERSTANDING

Ask which actions help the narrator learn.

COMMON MISCONCEPTION

Students may choose kindness as the shared theme because it appears in Dream. Check whether it explains the science story too.

POSSIBLE STUDENT QUESTION

What should I compare? The lesson each story develops through its character's experience.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a cross-story idea. Keep the demand at this level.

RAISE THE THINKING

Ask how observe and compare might fit the other story.

TODAY'S THINKING JOB

CHOOSE

"I can choose a theme supported by two stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the theme that connects both stories.

STAAR asks: **Which theme connects both stories, and what evidence proves it?** Choose the lesson that fits the child's experience in Dream and Jayden's science lesson.

"Instead, he knew to observe, compare, and think about time."

A Careful attention helps people understand and choose wisely. • **B** People should always be kind to everyone they meet. • **C** Weather changes quickly during a school day.

I CAN | I can choose a connected lesson instead of a generic moral or one-story detail.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme · Tuesday

TEKS 4.8(A) · Theme · 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 a theme supported by two stories."

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

"The best answer explains both stories' learning, not just a nice rule or one event."

▶ Students cite one attention detail from each story beside A.

ANSWER KEY: A. Careful attention helps people understand and choose wisely.

CHECK FOR UNDERSTANDING

Ask how A fits both listening in Dream and observing in the weather lesson.

COMMON MISCONCEPTION

Students may choose B because kindness is valued in Dream. It does not explain the second story's main learning.

POSSIBLE STUDENT QUESTION

How do I spot Generic moral that fits many stories? I ask whether the choice could fit almost any story without using these texts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a shared story theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace a generic kindness lesson with one that names the shared kind of learning.

TODAY'S THINKING JOB

SHOW

"I can prove a shared theme with evidence from two stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show what both characters learn.

Explain how the two stories develop the same theme. Use one detail from Dream and one detail from A Day That Changed.

"Some of his words were unfamiliar to me."

I CAN | I can explain how different events support one connected lesson.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 prove a shared theme with evidence from two stories."

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

"The evidence does not need to look identical. It needs to teach a related lesson."

▶ Students make a two-column chart for the listening evidence and the observing evidence.

ANSWER KEY: Both stories move a character from a quick first idea to a wiser understanding through careful attention.

CHECK FOR UNDERSTANDING

Ask what each character understands after paying closer attention.

COMMON MISCONCEPTION

Students may retell the events without naming the shared lesson. Add a because sentence.

POSSIBLE STUDENT QUESTION

Why can different subjects share a theme? A life lesson can appear in history, science, or daily choices.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing a shared story theme. Keep the demand at this level.

RAISE THE THINKING

Ask what mistaken first idea each character changes.

TODAY'S THINKING JOB

DEFEND

"I can reject a generic moral that does not use both stories."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a generic moral.

A student wrote this theme: **People should always do their best.** Explain why it is a trap and name the trap.

"Field day had changed, but it had helped him understand an important science idea."

I CAN | I can explain why a pleasant rule may still be weak evidence-based thinking.

The Writing Academy®, LLC

Grade 4 · Cluster 8 · Theme · Friday

TEKS 4.8(A) · Theme · 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 reject a generic moral that does not use both stories."

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

"A good-sounding rule is not automatically the theme. It must grow from the text's actual evidence."

▶ Students name the trap and replace the generic moral with a theme about attention and understanding.

ANSWER KEY: Generic moral that fits many stories. The statement could fit almost any story and misses the specific shared learning.

CHECK FOR UNDERSTANDING

Ask which words in the trap connect to listening, observing, or comparing.

COMMON MISCONCEPTION

Students may call it too broad. The important problem is that it is a generic moral without text-specific support.

POSSIBLE STUDENT QUESTION

How do I test a nice-sounding lesson? Ask whether the evidence points to that exact lesson or to a more specific one.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a specific shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to add the text's repeated action to the generic moral.

Defend the shared theme on your own.

Return to both stories. Write a shared theme, then copy one line from each story that proves careful attention leads to understanding.

Go back to both stories.
Write the shared theme.
Copy one line from Dream.
Copy one line from A Day That Changed.

I CAN | I can defend a shared theme with evidence from two different stories.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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.

“Use one line from each story to prove the same lesson about paying attention.”

▶ 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 narrator realizes that listening, observing, and remembering can help a person understand an important moment. The second story also shows Jayden learning by observing details and comparing information over time.

CHOOSE A. Careful attention helps people understand and choose wisely. B is Generic moral that fits many stories. C is Too narrow because it fits only the science story.

SHOW In Dream, the narrator listens to Dr. King and Mama, then sees how small choices can help a dream. In A Day That Changed, Jayden observes weather and compares it with climate. Both show that attention leads to understanding.

OWN Answers vary. Example: People should pay close attention because listening and observing can help them understand situations and make wiser choices. The narrator listens before acting, and Jayden learns to observe and compare.

DEFEND Generic moral that fits many stories. Doing your best sounds positive, but it does not explain the narrator's listening and the character's careful observation in these stories.

YOUR TURN Answers vary. Theme: Careful attention can help people understand more and make wiser choices. Lines: Maybe I could simply listen, observe, and remember. Instead, he knew to observe, compare, and think about time.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"Maybe I could simply listen, observe, and remember. ... Instead, he knew to observe, compare, and think about time."

Which statement best describes a theme shared by both stories?

A Careful attention helps people understand and choose wisely.

B People should always do their best, even when a task is difficult.

C Weather can change quickly during a school day.

D Children can help make their communities more welcoming.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds like a good rule, even though it is a generic moral that does not explain the two stories' evidence.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is A.

Careful attention helps people understand and choose wisely. Correct.

A Correct. One story values listening before acting, and the other shows observation and comparison leading to better understanding.

People should always do their best, even when a task is difficult.

B Generic moral that fits many stories. It sounds positive but does not explain the specific shared evidence.

Weather can change quickly during a school day.

C One story only, too narrow. It describes an important fact in the science story but not Dream.

Children can help make their communities more welcoming.

D Too narrow. This is one idea in Dream and does not explain Jayden's lesson about observation and time.

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.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer basic themes supported by text evidence”

WHAT DOES THIS MEAN TO ME?

A strong theme is a global life lesson, not a topic word or title.

A written defense states the lesson and explains how several details support it.

I can choose a theme from a text I read this year and prove it with evidence.

THIS WEEK'S FOCUS

Theme

from “Student choice: Looking Back to Move Forward or The Roads Between Us”

In the capstone story, looking back helps people ask better questions and move forward. STAAR asks:

Short response: State a theme from a text read this year and defend it with evidence. Trap this week: **Topic word, not theme.**

This deck teaches **defending a theme in writing** 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 is our capstone. You will state a theme from a story and defend it with evidence from across the text.”

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

“A topic word is not enough. Your response should explain what the story teaches about learning from the past and moving forward.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 4 . a class or student copy of "Looking Back to Move Forward" and "The Roads Between Us" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask why Renaissance is a topic but not a complete theme.

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 global life lesson in a story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Notice the story's final lesson.

Read the ending. Notice that looking back is not the final action. The story explains how the past can help people think and change.

"Sometimes, looking back can help people move forward."

I CAN | I can separate a theme from a topic word.

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Grade 4 · Cluster 8 · Theme · Monday

TEKS 4.8(A) · Theme · 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 a global life lesson in a story."

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

"The final lesson reaches beyond the painting and applies to how people learn and change."

▶ Students turn the ending into a full-sentence life lesson with a subject and action.

ANSWER KEY: People can use lessons from the past to move forward wisely.

CHECK FOR UNDERSTANDING

Ask what looking back helps people do.

COMMON MISCONCEPTION

Students may answer Renaissance. That is the setting and topic, not the lesson.

POSSIBLE STUDENT QUESTION

What makes an idea a theme? It teaches something that can be true beyond the story.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a capstone theme. Keep the demand at this level.

RAISE THE THINKING

Ask how the word help keeps the theme from saying the past has every answer.

TODAY'S THINKING JOB

CHOOSE

"I can choose a global theme instead of a topic word."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Choose the strongest theme.

For the capstone, choose the full-sentence life lesson that explains Ava's changing understanding of the painting and the past.

"The past could become a guide, not because it had every answer, but because it helped people ask better questions."

A The School of Athens is a painting by Raphael. • **B** Ava learns about the Renaissance in class. • **C** People can study the past and create new ideas.

I CAN | I can choose the lesson that explains the whole story.

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Grade 4 • Cluster 8 • Theme • Tuesday

TEKS 4.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a global theme instead of a topic word."

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

"A theme tells what the story teaches about its topics, not just which topics appear."

▶ Students cross out the topic answers and underline the action in C.

ANSWER KEY: C. People can study the past and create new ideas.

CHECK FOR UNDERSTANDING

Ask whether C could guide someone outside Ava's classroom.

COMMON MISCONCEPTION

Students may choose B because it summarizes the lesson. It names what Ava studies but not what readers learn.

POSSIBLE STUDENT QUESTION

How do I spot Topic word, not theme? I look for a noun or subject with no life lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a capstone theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the word Renaissance into a sentence about what people can learn.

TODAY'S THINKING JOB

SHOW

"I can defend a theme with evidence from across a story."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Show how the theme develops.

Defend the theme with evidence from the beginning, middle, and ending. Explain how Ava's thinking changes.

"The Renaissance was not only about copying the past."

I CAN | I can explain how beginning, middle, and ending details build a lesson.

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Grade 4 · Cluster 8 · Theme · Wednesday

TEKS 4.8(A) · Theme · 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 defend a theme with evidence from across a story."

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

"A written defense is stronger when the evidence shows a change or pattern across the text."

▶ Students list one beginning detail, one middle detail, and one ending detail under the theme.

ANSWER KEY: The story moves from looking at an old painting to understanding how old ideas can inspire new thinking.

CHECK FOR UNDERSTANDING

Ask which detail shows that the story is not about copying the past.

COMMON MISCONCEPTION

Students may use only the final sentence. Add an earlier detail to prove the theme grows.

POSSIBLE STUDENT QUESTION

Why use several details? A theme should explain the whole story, not just its last line.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about defending a theme across a story. Keep the demand at this level.

RAISE THE THINKING

Ask how Ava's first view of the painting contrasts with her final view.

TODAY'S THINKING JOB

OWN

"I can write a theme and defend it with evidence."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Own the written defense.

Write a theme from the story in one sentence. In two more sentences, use evidence to explain how the story supports it.

"Ava realized that old ideas could become useful again."

I CAN | I can build a short written response that explains a whole-story lesson.

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Grade 4 · Cluster 8 · Theme · Thursday

TEKS 4.8(A) · Theme · 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 a theme and defend it with evidence."

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

"State the lesson first, then use details that show the lesson is developed across the story."

▶ Students write a theme followed by two evidence sentences on the OWN row.

ANSWER KEY: Example: People can study the past to ask better questions and create new ideas.

CHECK FOR UNDERSTANDING

Ask which evidence sentence proves the theme is more than the topic Renaissance.

COMMON MISCONCEPTION

Students may retell the plot. Remind them that evidence must explain the lesson.

POSSIBLE STUDENT QUESTION

What does defend mean in writing? State a claim, cite evidence, and explain how the evidence supports it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a defended theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a because sentence after their theme.

TODAY'S THINKING JOB

DEFEND

"I can reject a topic word and replace it with a theme."

EXACT TEKS WORDING

"infer basic themes supported by text evidence"

Defend against a topic answer.

A student answered the theme question with: **The Renaissance**. Explain why it is a trap and name the trap.

"It showed more than a group of people."

I CAN | I can explain why a subject is not a complete life lesson.

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Grade 4 · Cluster 8 · Theme · Friday

TEKS 4.8(A) · Theme · 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 reject a topic word and replace it with a theme."

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

"A topic word can be the start of a theme, but it cannot be the whole answer."

▶ Students expand the topic into a full-sentence theme and cite one supporting detail.

ANSWER KEY: Topic word, not theme. Renaissance names the subject; a theme must state the lesson about learning and change.

CHECK FOR UNDERSTANDING

Ask what lesson the student must add after naming the Renaissance.

COMMON MISCONCEPTION

Students may call the answer too short only. The deeper problem is that it names a topic instead of a lesson.

POSSIBLE STUDENT QUESTION

How can I repair a topic answer? Add what the text teaches people about that topic.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a topic answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to complete: The Renaissance shows that people can...

Write the capstone response on your own.

Return to Looking Back to Move Forward. State a theme in a full sentence. Then copy two details and explain how each supports your theme.

Go back to the story.
State a full-sentence theme.
Copy two details.
Explain how each detail supports the theme.

I CAN | I can defend a theme in a short written response.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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.

"State the life lesson first, then use two details and explain how they 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 story teaches that studying the past can help people make new ideas and better choices for the future.

CHOOSE C. People can study the past and create new ideas. A and B are Topic word, not theme answers.

SHOW At first, Ava sees a group of people in a building. In the middle, she learns that Renaissance thinkers used old ideas to create something new. At the end, she understands that the past can guide better questions and forward movement.

OWN Answers vary. Example: People can study the past and create new ideas. Ava learns that Renaissance thinkers used old knowledge without simply copying it. At the end, she understands that the past can guide people forward.

DEFEND Topic word, not theme. The Renaissance is the historical topic of the story, but it does not tell what people can learn about using the past to move forward.

YOUR TURN Answers vary. Theme: People can study the past to ask better questions and create new ideas. Evidence: The Renaissance was not only about copying the past. The past can become a guide, not because it had every answer, but because it helped people ask better questions.

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 past could become a guide, not because it had every answer, but because it helped people ask better questions. ... Sometimes, looking back can help people move forward.”

Which statement best describes a theme of the story?

- A** The Renaissance was an important period in European history.
- B** Raphael painted The School of Athens.
- C** Learning can happen when people share different ideas.
- D** People can study the past to ask better questions and create new ideas.

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Grade 4 · Cluster 8 · Theme

TEKS 4.8(A) · Theme · 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 because it names the story's historical topic, even though a theme must state a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is D.

A

The Renaissance was an important period in European history.

Topic word, not theme. It names a subject and gives no life lesson about what people should learn or do.

B

Raphael painted The School of Athens.

Not in the text. The story says Raphael painted it, but this fact is not the story's global lesson.

C

Learning can happen when people share different ideas.

Too narrow. This is one detail in the story, while the whole text develops a larger lesson about using the past to move forward.

D

People can study the past to ask better questions and create new ideas. Correct.

Correct. Ava learns that old ideas can guide new thinking, art, questions, and choices without being copied blindly.

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.