

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we learn the three purposes: inform, persuade, and entertain. STAAR asks why the author wrote the story. Watch out for the Wrong purpose type trap, where an answer names a purpose the author is not using.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 1 . a class or student copy of "The Great Chocolate Chip Cookie Mystery" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Story language, funny details, and characters point to entertain. Facts point to inform. Opinions that try to convince point to persuade."

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

ANSWER KEY: Entertain. The sentence uses humor and exaggeration.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say inform because the story mentions cookies and a cafeteria. Interesting facts inside a story do not change the purpose.

POSSIBLE STUDENT QUESTION

How do I know this is not inform? Inform gives facts without characters or a funny problem.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's main purpose."

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

"Main purpose means the reason for the whole story, not one section."

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

ANSWER KEY: A. To entertain with a funny mystery.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because cookie history is in the story. That is one part, not the whole purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

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

ANSWER KEY: To show the students solving the mystery with evidence, adding humor.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes the cafeteria investigation to show...

COMMON MISCONCEPTION

Students may only retell what happened. Require its job in the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job the history-mystery section does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Asking questions and checking evidence leads to better answers than guessing. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of this school? If it only names cookies or Jordan, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific, why the author wrote this text. Message is global, a life lesson beyond the passage. Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap picks one section and calls it the whole purpose. The story is built around characters and humor, not just facts."

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

ANSWER KEY: Wrong purpose type. The text uses humor and characters to tell a story. Cookie history is one part.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is not mainly factual.

COMMON MISCONCEPTION

Students may accept the answer because cookie history is in the text. One topic inside a story does not change the whole purpose.

POSSIBLE STUDENT QUESTION

How do I know the whole text is not to explain? The text has characters, a problem, humor, and a resolution.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

“Go back to the passage and prove the purpose with your own sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse a topic inside the story with the author's purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we separate purpose from message. STAAR asks which sentence best states a message. Watch out for the Detail, not the message trap, where an answer gives a fact from the story instead of a life lesson.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 2 . a class or student copy of "The Great Chocolate Chip Cookie Mystery" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the difference between the purpose and the message?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

"A message is a lesson that would still be true in another place and time. It goes beyond the passage."

▶ *Read the sentence twice. Students write what life lesson they notice on the NOTICE row.*

ANSWER KEY: The sentence hints at a life lesson about curiosity.

CHECK FOR UNDERSTANDING

Ask a student to explain how this sentence points beyond the story.

COMMON MISCONCEPTION

Students may say the message is about cookies. Cookies are the topic, not the lesson.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a sentence that teaches something true for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name another story that teaches the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's message."

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

"A message is true beyond this passage. If the answer only works inside this story, it is a detail."

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

ANSWER KEY: B. Checking evidence leads to better answers than guessing.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick A because it tells what happened. What happened is a detail, not the message.

POSSIBLE STUDENT QUESTION

What is a Detail, not the message trap? It gives a fact from the passage instead of a life lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain B in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Details are the building blocks. The message is the big idea they build together."

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

ANSWER KEY: The detail shows the value of checking evidence, pointing to the message.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may only retell the detail. Require the connection to the message.

POSSIBLE STUDENT QUESTION

Why does connecting details to the message matter? It helps answer STAAR message questions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other detail in the story also points to this message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The purpose is about this story. The message is a life lesson for everyone. Ask: what does this teach all of us?"

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

ANSWER KEY: Example: People make better decisions when they check facts instead of believing the first thing they hear. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never read this story? If it only names cookies or Jordan, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The cafeteria ran out of cookies tells what happened but not a life lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail is a fact in the story. The message is true beyond the story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap copies a passage fact and calls it the message. A fact about cookies only works inside this story.”

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

ANSWER KEY: Detail, not the message. The cookie fact is one part of the story, not the life lesson.

CHECK FOR UNDERSTANDING

Ask a student to prove this is a detail, not a message.

COMMON MISCONCEPTION

Students may accept it because cookie invention is in the text. A detail inside a story is not the message.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It only works inside this story and does not teach a life lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“Go back to the passage and prove the message with a sentence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a fact from the story and think it is the 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.

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we explore a story that entertains while teaching. STAAR asks why the author includes a part. Watch out for the Too narrow trap, where an answer names only a small detail instead of the bigger reason.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 3 . a class or student copy of "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can a story have more than one purpose at the same time?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Humor, exaggeration, and character dialogue point to entertain. Watch how the story also teaches a lesson.”

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

ANSWER KEY: Entertain. Jordan's exaggerated comparison is funny.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say persuade because Jordan is excited. Excitement in a character is not the same as the author trying to convince the reader.

POSSIBLE STUDENT QUESTION

How do I know it is not persuade? The author is not trying to change the reader's mind about anything.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose why the author includes a part.”

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

“Ask yourself: what job does this part do for the whole story?”

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

ANSWER KEY: A. To set up the challenge that drives the story.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because cupcakes are mentioned. That is one detail inside the paragraph.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It picks one small detail and calls it the whole reason.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining why the author includes a part. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose if this paragraph were removed.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each part has a job. Ask: how does this part help the author tell the story?"

▶ Take two or three answers. Push students to connect the survey to the bigger story.

ANSWER KEY: To show that popularity alone does not solve the problem.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes the survey to show...

COMMON MISCONCEPTION

Students may only restate the percentages. Require the job those numbers do.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would change if the survey had shown 90 percent for cookies.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

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

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

ANSWER KEY: Example: Good decisions come from gathering evidence and hearing different views. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of this school? If it only names cookies, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The class voted on desserts tells what happened, not a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap picks a small detail and misreads what the paragraph is doing."

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

ANSWER KEY: Too narrow. The paragraph does more than name a favorite dessert.

CHECK FOR UNDERSTANDING

Ask a student to prove the paragraph is not just about cookies being the best.

COMMON MISCONCEPTION

Students may accept it because cookies got the most votes. Getting the most votes was not the author's point.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It misses the bigger job the paragraph does in the story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a better answer for why the author includes the problem.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage and prove your answer with a sentence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a detail from the paragraph and think it is the reason the author included it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we find the detail that best supports the message. STAAR asks which detail best supports the author’s message. Watch out for the Misreads the lines trap, where an answer changes what the text actually says.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Prepare Cluster Module 4 . a class or student copy of "The Fifth-Grade Cookie Commission" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How is a detail different from the message?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice details that point to the message."

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

"Look for the detail that connects most clearly to a life lesson for everyone."

▶ *Read the sentence twice. Students write the life lesson they see on the NOTICE row.*

ANSWER KEY: The detail points to a message about listening and fairness.

CHECK FOR UNDERSTANDING

Ask a student to explain how this detail connects to a bigger idea.

COMMON MISCONCEPTION

Students may only restate the detail. Push them to name the lesson it supports.

POSSIBLE STUDENT QUESTION

How do I connect a detail to the message? Ask: what lesson does this teach everyone?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing details that support the message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another detail that supports the same message.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

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

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

"The best supporting detail is the one most clearly connected to the life lesson."

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

ANSWER KEY: C. Good decisions need information, not just personal wishes.

CHECK FOR UNDERSTANDING

Ask a student to explain how C connects to the message.

COMMON MISCONCEPTION

Students may pick A because it sounds important. Jordan was exaggerating for humor.

POSSIBLE STUDENT QUESTION

What is a Misreads the lines trap? It changes what the text actually means.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain how B is Too narrow.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

“A strong supporting detail connects directly to the big life lesson.”

▶ *Take two or three answers. Push students to explain the connection to the message.*

ANSWER KEY: The detail shows that listening to disagreement is part of making good decisions.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may only say the class listened. Require the connection to the lesson.

POSSIBLE STUDENT QUESTION

Why does this detail matter? It shows the lesson that listening improves decisions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how a detail supports the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this detail would support a different message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The purpose is about this story. The message is a life lesson for everyone."

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

ANSWER KEY: Example: Stronger choices come from gathering evidence and listening to others. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never read this story?

COMMON MISCONCEPTION

Teacher note: Students often copy what happened. The class compromised is a detail. The lesson is about how good decisions are made.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message applies to their own classroom decisions.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap changes a detail from the text and picks something that does not connect to the message."

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

ANSWER KEY: Misreads the lines. The detail is wrong and does not support the message.

CHECK FOR UNDERSTANDING

Ask a student to find the correct detail in the text.

COMMON MISCONCEPTION

Students may accept it because a party sounds important. Check whether the fact is accurate and whether it connects to the lesson.

POSSIBLE STUDENT QUESTION

How do I spot Misreads the lines? Compare the answer to what the text actually says.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to find a detail that truly supports the message.

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

 ~5 min

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

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

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

“Go back to the passage and find the detail that best 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a funny or interesting detail that does not connect to the life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we identify the purpose of an informational text. STAAR asks the most likely reason the author wrote the selection. Watch out for the Wrong purpose type trap, where the answer says persuade or entertain when the text informs.”

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

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

CHECK FOR UNDERSTANDING

How do you know when a text's purpose is to inform?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Facts, dates, and explanations point to inform. Look for evidence, not opinions or stories.”

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

ANSWER KEY: Inform. The sentence gives a historical fact.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say persuade because taxes are unfair. The author is explaining what happened, not trying to change the reader's mind.

POSSIBLE STUDENT QUESTION

How do I know it is inform? The sentence states a fact without asking the reader to do anything.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

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

“Main purpose means the reason for the whole selection. Check the whole text.”

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

ANSWER KEY: B. To inform readers about events that led to the American Revolution.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick C because the colonists protested. The colonists protested, but the author is not asking the reader to protest.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ Take two or three answers. Push students to connect paragraph 2 to the whole selection.

ANSWER KEY: To explain why colonists opposed the Stamp Act, connecting to the revolution.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 2 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 4 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The purpose is about this passage. The message is a life lesson for everyone, even people in another time or place."

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

ANSWER KEY: Example: People can create change when they work together. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The Stamp Act taxed newspapers tells what happened, not a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap names a purpose the author is not using. The text explains history, not a fictional battle."

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

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

CHECK FOR UNDERSTANDING

Ask a student to prove the text explains with facts, not a story.

COMMON MISCONCEPTION

Students may accept it because the topic is exciting. An exciting topic in a factual text does not make the purpose of sharing a story.

POSSIBLE STUDENT QUESTION

How do I know it is not share a story? The text does not have made-up characters or a plot.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage and prove the purpose with a sentence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse an exciting historical topic with a story-telling purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“This week we explain a paragraph’s job. STAAR asks why the author includes paragraph 2. Watch out for the Too narrow trap, where an answer picks one small detail instead of the paragraph’s main job.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 2 . a class or student copy of "From Tension to Revolution" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean to explain the job of a paragraph?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Every paragraph has a job: it might introduce, explain, give an example, or show a result.”

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

ANSWER KEY: The paragraph explains the cause of colonial anger.

CHECK FOR UNDERSTANDING

Ask a student to name the paragraph's job in one phrase.

COMMON MISCONCEPTION

Students may retell the paragraph instead of naming its job.

POSSIBLE STUDENT QUESTION

How do I find a paragraph's job? Ask: why did the author put this here?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job the first paragraph does.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"The paragraph's job is bigger than any one detail inside it."

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

ANSWER KEY: C. To explain why colonists protested against the Stamp Act.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because the Stamp Act is mentioned. The paragraph does more than name the Act.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It picks one small detail and calls it the whole reason.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining why the author includes a paragraph. Keep the demand at this level.

RAISE THE THINKING

Ask why the author placed this paragraph before the Boston Massacre section.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each section has a job. Ask: how does this section move the story forward?"

▶ Take two or three answers. Push students to connect the Tea Party to the larger conflict.

ANSWER KEY: To show that protests grew from words to bold action.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes the Tea Party to show...

COMMON MISCONCEPTION

Students may only retell the event. Require its job in the text.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how removing this section would change the text.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a life lesson beyond this passage. It is true for people anywhere."

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

ANSWER KEY: Example: Standing up together against unfair treatment can lead to lasting change. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the colonies?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The colonies sent supplies to Boston tells what happened, not a life lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail is a fact. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap picks one tiny detail and calls it the reason for the whole paragraph."

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

ANSWER KEY: Too narrow. Playing cards is one detail, not the paragraph's job.

CHECK FOR UNDERSTANDING

Ask a student to explain what the paragraph actually does.

COMMON MISCONCEPTION

Students may accept it because playing cards is in the text. Being in the text does not make it the reason for the paragraph.

POSSIBLE STUDENT QUESTION

How do I know it is Too narrow? It misses the bigger job the paragraph does.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a correct answer for the paragraph's job.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage, pick a paragraph, and prove its job with a sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a small detail from the paragraph and think it is the reason the author included it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“This week we find the message and watch for the Overstated claim trap. STAAR asks which sentence best states a message. An overstated claim makes the lesson too extreme.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1 Module 3 . a class or student copy of "From Tension to Revolution" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What is an overstated claim?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“A message is true beyond the passage. It would still work for people in a different time and place.”

▶ *Read the sentence twice. Students write the life lesson on the NOTICE row.*

ANSWER KEY: The sentence points to a message about strength through teamwork.

CHECK FOR UNDERSTANDING

Ask a student to explain how this goes beyond the passage.

COMMON MISCONCEPTION

Students may say the message is about the colonies. The colonies are the topic, not the lesson.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson true for everyone, not just the people in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether this message applies to their own school.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's message."

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

"Check whether the text actually supports the size of the claim. If it is too extreme, it is overstated."

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

ANSWER KEY: A. People can create change by working together for what they believe is right.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because the text describes conflict. The text shows many forms of protest, not that violence always works.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It makes the lesson bigger or more extreme than the text supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain why B is overstated.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each paragraph can build the message. Connect the detail to the life lesson."

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

ANSWER KEY: The detail shows cooperation, supporting the message about unity.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may only retell the paragraph. Require the connection to the life lesson.

POSSIBLE STUDENT QUESTION

Why does connecting to the message matter? It helps you answer message questions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other paragraph also supports this message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

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

ANSWER KEY: Example: Standing together against unfair treatment can create lasting change. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the colonies?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The Stamp Act was repealed tells what happened, not a life lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail is a fact. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap takes the lesson and stretches it too far. Always and every are warning words."

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

ANSWER KEY: Overstated claim. The text does not say protests always succeed.

CHECK FOR UNDERSTANDING

Ask a student to find a sentence proving the conflict was not solved instantly.

COMMON MISCONCEPTION

Students may accept it because protests did help. Helped is different from always works.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? Look for words like always, every, or never that go beyond the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage and prove the message with a sentence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a fact from the text or an answer that stretches the lesson too far.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“This week we practice short response answers about purpose. Use evidence from the text. Watch out for the Plausible but unsupported trap, where an answer sounds good but is not in the text.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 1
Module 4 . a class or student copy of "From Tension to Revolution" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does plausible but unsupported mean?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“This sentence gives a factual summary. That points to inform.”

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

ANSWER KEY: Inform. The sentence summarizes historical events.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say persuade because the text discusses freedom. Discussing freedom is not the same as trying to convince the reader.

POSSIBLE STUDENT QUESTION

How do I know it is inform? The sentence explains facts without asking the reader to do anything.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this sentence differs from a persuasive sentence about freedom.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

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

“Check whether the answer fits the whole text, not just one section.”

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

ANSWER KEY: B. To inform readers about how tensions led to independence.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick C because protests are in the text. The text describes historical protests, not modern ones.

POSSIBLE STUDENT QUESTION

What is a Plausible but unsupported trap? It sounds possible but the text does not say it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain why A is wrong.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ Take two or three answers. Push students to connect boycotts to the bigger story.

ANSWER KEY: To show that ordinary people also resisted British control.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes the boycott section to show...

COMMON MISCONCEPTION

Students may only retell what boycotts are. Require the section's job.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how boycotts connect to the message about working together.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

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

ANSWER KEY: Example: People can create lasting change when they stand up for their rights. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the Revolution?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The Declaration of Independence was signed tells what happened, not a life lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message applies to people today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap takes something from the text and stretches it beyond what the text actually says."

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

ANSWER KEY: Plausible but unsupported. The text opposes unfair taxes, not all taxes.

CHECK FOR UNDERSTANDING

Ask a student to find the part about taxation without representation.

COMMON MISCONCEPTION

Students may accept it because the colonists opposed taxes. Opposing unfair taxes is different from saying no taxes ever.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? The answer sounds possible but the text does not actually support it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to rewrite the answer so it fits 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.

“Write your short response with purpose, message, and evidence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick an answer that sounds connected to the topic but goes beyond what the text says.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“This week we find the purpose of a history text about Spanish Texas. STAAR asks the most likely reason the author wrote the selection. Watch for the Wrong purpose type trap.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2
Module 1 . a class or student copy of "Spanish Rule in Early Texas" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How do you know when a history text's purpose is to inform?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Facts about historical goals point to inform.”

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

ANSWER KEY: Inform. The sentence gives facts about Spain's goals.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say persuade because Spain wanted to spread religion. The author is explaining what Spain did, not asking the reader to agree.

POSSIBLE STUDENT QUESTION

How do I know it is inform? The sentence states facts without asking the reader to do anything.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

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

“Main purpose fits the whole selection. Check the whole text.”

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

ANSWER KEY: A. To inform readers about Spanish settlement in early Texas.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick C because missions sound interesting. Interesting topics do not mean the author is persuading.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

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

▶ Take two or three answers. Push students to connect paragraph 2 to the whole selection.

ANSWER KEY: To explain what missions were and how they worked.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 2 to explain...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job paragraph 3 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a lesson for everyone. It reaches beyond this passage."

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

ANSWER KEY: Example: Changes that help one group can harm another. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of Spanish Texas?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. Spain built missions tells what happened, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message applies to other times in history.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap says the author is convincing, but the text presents facts without taking one side.”

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

ANSWER KEY: Wrong purpose type. The text explains with facts from both sides.

CHECK FOR UNDERSTANDING

Ask a student to find a sentence showing the text presents more than one view.

COMMON MISCONCEPTION

Students may think the author supports Spain because the text explains Spain's goals. Explaining is not the same as supporting.

POSSIBLE STUDENT QUESTION

How do I know it is not convince? The author presents facts without asking the reader to agree.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain the difference between explaining and convincing.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage and prove the purpose with a sentence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse an interesting historical topic with a story-telling purpose or convince.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we explain why the author includes a specific detail. STAAR asks about paragraph 4. Watch for the Too narrow trap, where the answer picks one small piece instead of the bigger reason.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2 Module 2 . a class or student copy of "Spanish Rule in Early Texas" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean to explain why the author includes a detail?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“A detail can explain, give an example, or show a result. Ask: what does this detail help me understand?”

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

ANSWER KEY: The detail shows the protective role of presidios.

CHECK FOR UNDERSTANDING

Ask a student to name the detail's job in one phrase.

COMMON MISCONCEPTION

Students may retell the detail instead of naming its job.

POSSIBLE STUDENT QUESTION

How do I find a detail's job? Ask: why did the author put this here?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the reader would miss if this detail were removed.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose why the author includes a detail.”

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

“The detail's job connects to a bigger idea in the text.”

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

ANSWER KEY: C. To show that Spanish settlement had lasting effects on the region.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because soldiers might eat. The paragraph is not about what soldiers ate.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It picks one small piece instead of the detail's bigger job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining why the author includes a detail. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail connects to the rest of the passage.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each detail has a job. Ask: how does this detail help the reader understand the topic?"

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

ANSWER KEY: To show that people responded to Spanish settlement in different ways.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this detail to show...

COMMON MISCONCEPTION

Students may only retell the detail. Require the job it does.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why showing both sides is important for a factual text.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

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

ANSWER KEY: Example: Past decisions continue to shape communities today. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for communities that are not in Texas?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. Spain controlled Texas tells what happened, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another example of past decisions shaping communities today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap picks one word and invents a reason the text does not support.”

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

ANSWER KEY: Too narrow. Cattle food is not mentioned. The detail shows lasting effects.

CHECK FOR UNDERSTANDING

Ask a student to explain what the detail actually does.

COMMON MISCONCEPTION

Students may accept it because cattle are mentioned. Being mentioned does not mean the detail is about feeding cattle.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? The answer picks one tiny piece and misses the bigger job.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a correct answer for the detail's job.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage, pick a detail, and prove its job with a sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may invent a reason for the detail that the text does not support.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“This week we explain why the author includes a description. STAAR asks about a paragraph. Watch for the Too narrow audience trap, which says the text targets only one group.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2 Module 3 . a class or student copy of "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What is a Too narrow audience trap?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice the job a description does."

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

"A description can explain, compare, or help the reader picture something. Ask: what does it help me understand?"

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

ANSWER KEY: The description shows the Pilgrims' challenges.

CHECK FOR UNDERSTANDING

Ask a student to name the description's job in one phrase.

COMMON MISCONCEPTION

Students may retell the description instead of naming its job.

POSSIBLE STUDENT QUESTION

How do I find a description's job? Ask: why did the author put this here?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would change if this description were removed.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

“Today's thinking job is CHOOSE. I can choose why the author includes a description.”

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

“The description's job connects to the bigger idea in the text.”

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

ANSWER KEY: A. To help readers compare the 1621 gathering to modern Thanksgiving.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick B because food is mentioned. The description compares old and new, not teaches a recipe.

POSSIBLE STUDENT QUESTION

How do I find a description's job? Ask: what does this help the reader understand?

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining why the author includes a description. Keep the demand at this level.

RAISE THE THINKING

Ask how the comparison helps the author's purpose.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Each section has a job. Ask: how does this section help the reader understand the topic?"

▶ Take two or three answers. Push students to connect Squanto's help to the bigger story.

ANSWER KEY: To show that the Wampanoag people's knowledge helped the Pilgrims survive.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes the Squanto section to show...

COMMON MISCONCEPTION

Students may only retell what Squanto did. Require the section's job.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why the author gives this much space to Squanto's help.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

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

ANSWER KEY: Example: People overcome hard times by learning from others and working together. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the Pilgrims?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. The Pilgrims ate deer tells what happened, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message applies to their own experiences.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap says the text is only for one group. Check whether the text is for all readers."

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

ANSWER KEY: Too narrow audience. The text is for all readers, not one group.

CHECK FOR UNDERSTANDING

Ask a student to prove the text's lessons apply to everyone.

COMMON MISCONCEPTION

Students may accept it because Thanksgiving is the topic. The topic is Thanksgiving, but the audience is everyone.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow audience? The answer limits the audience to one group when the text is for all readers.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask who else besides Thanksgiving celebrants can learn from this text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage and prove the description's job with a sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a detail from the description and think it is the reason the author included it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~5 min

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

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

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

“This week we separate the message from details. STAAR asks which sentence best states a message. Watch for the Detail, not the message trap, where an answer gives a fact instead of a life lesson.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 2 Module 4 . a class or student copy of "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How do you tell a message from a detail?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“A message is a lesson for everyone. It goes beyond the specific people and events in the text.”

▶ *Read the sentence twice. Students write the life lesson on the NOTICE row.*

ANSWER KEY: The sentence points to a lesson about learning from others.

CHECK FOR UNDERSTANDING

Ask a student to explain how this goes beyond the Pilgrims.

COMMON MISCONCEPTION

Students may say the message is about the Pilgrims. The Pilgrims are the topic, not the lesson.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson true for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether this lesson applies to students today.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the author's message."

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

"A message is true beyond the passage. If the answer only works inside this story, it is a detail."

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

ANSWER KEY: B. People can overcome hard times by learning from others and working together.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick A because it seems important. It tells what happened, not a lesson.

POSSIBLE STUDENT QUESTION

What is a Detail, not the message trap? It gives a fact instead of a life lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to explain B in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Connect the detail to the life lesson. How does it help build the message?"

▶ Take two or three answers. Push students to explain the connection.

ANSWER KEY: The detail shows learning from others helped the Pilgrims, supporting the message.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may only retell the detail. Require the connection to the life lesson.

POSSIBLE STUDENT QUESTION

Why does connecting to the message matter? It helps answer message questions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other detail also supports this message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

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

ANSWER KEY: Example: Gratitude grows when people work together and learn from each other. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of Plymouth?

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. Squanto taught the Pilgrims tells what happened, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the message applies to their own classroom.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

“This trap copies a passage fact and calls it the message. A fact about food only works inside this text.”

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

ANSWER KEY: Detail, not the message. What they ate is a fact, not the life lesson.

CHECK FOR UNDERSTANDING

Ask a student to prove this is a detail, not a message.

COMMON MISCONCEPTION

Students may accept it because the food is mentioned. Being mentioned does not make it the message.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It only tells what happened at one event.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Go back to the passage and prove the message with a sentence from the text.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a fact about the Pilgrims and think it is the 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.

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

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

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

“This week we find the poet’s purpose. STAAR asks the most likely reason the poet wrote this poem. Watch for the Wrong purpose type trap, where the answer names a purpose the poet is not using.”

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

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 1 . a class or student copy of "Our Rights, Our Voices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can a poem explain to readers?

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

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

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

“Even when a poem uses rhyme, its purpose can be to explain. Look at what the poem teaches.”

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

ANSWER KEY: explain. The lines teach what the First Amendment protects.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may say share a story because the poem rhymes. Rhyme is the form, not the purpose.

POSSIBLE STUDENT QUESTION

How do I know it is explain? The poem teaches facts about rights.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the poet's clues. Keep the demand at this level.

RAISE THE THINKING

Ask how these lines would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the poet's purpose."

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

"The whole poem teaches what each amendment does. That is the purpose."

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

ANSWER KEY: C. to explain the Bill of Rights.

CHECK FOR UNDERSTANDING

Ask a student to prove C with lines from the poem.

COMMON MISCONCEPTION

Students may pick A because rights are in the poem. Teaching about rights is different from asking readers to change them.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poet's purpose. Keep the demand at this level.

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show why the poet includes a stanza."

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

"Each stanza has a job. Ask: how does this stanza help the poet's purpose?"

▶ *Take two or three answers. Push students to connect the stanza to the whole poem.*

ANSWER KEY: To teach what the Fourth Amendment protects.

CHECK FOR UNDERSTANDING

Ask a student to finish: The poet includes this stanza to...

COMMON MISCONCEPTION

Students may only restate the stanza. Require its job in the poem.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps answer why the poet includes a part.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what job the last two lines do.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"The purpose is about this poem. The message is a life lesson for everyone."

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

ANSWER KEY: Example: Written rights help protect people by setting clear limits on government. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people in another country?

COMMON MISCONCEPTION

Teacher note: Students often name one amendment. That is a detail, not the lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail names one right. The message is a lesson about all rights.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why having rights written down matters.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This trap confuses the form of the poem with its purpose. Rhyme is how the poet writes, not why."

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

ANSWER KEY: Wrong purpose type. The poem teaches facts, not tells a story.

CHECK FOR UNDERSTANDING

Ask a student to prove the poem teaches facts, not a story.

COMMON MISCONCEPTION

Students may accept it because the poem rhymes. Rhyme is the form, not the purpose.

POSSIBLE STUDENT QUESTION

How do I know it is not share a story? The poem teaches facts about amendments.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the poem would be different if the purpose were to tell a 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.

“Go back to the poem and prove the poet's purpose 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse the poem's rhyme with a story-telling purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the poet’s message. STAAR asks what message the poet wants readers to understand. Watch for the Plausible but unsupported trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3
Module 2 . a class or student copy of "Our Rights, Our Voices" . the
student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does plausible but unsupported mean in a poem?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is a life lesson for everyone. It reaches beyond the specific lines."

▶ Read the lines twice. Students write the life lesson on the NOTICE row.

ANSWER KEY: The lines point to a lesson about learning and understanding rights.

CHECK FOR UNDERSTANDING

Ask a student to explain how this goes beyond the poem.

COMMON MISCONCEPTION

Students may say the message is about school. School is where they learn, but the lesson is about rights.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson true for everyone, not just students.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this lesson applies outside of school.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the poet's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Check whether the poem actually supports the answer.”

▶ *Students choose privately, then name the trap in A and C with a partner.*

ANSWER KEY: B. Understanding rights helps people protect them and respect others.

CHECK FOR UNDERSTANDING

Ask a student to prove B with lines from the poem.

COMMON MISCONCEPTION

Students may pick A because the poem discusses limits on government. Limits are not the same as no laws ever.

POSSIBLE STUDENT QUESTION

What is a Plausible but unsupported trap? It sounds possible but the poem does not say it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why A goes too far.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show how lines support the message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Connect the lines to the life lesson. How do they help build the message?”

▶ *Take two or three answers. Push students to explain the connection.*

ANSWER KEY: The lines show that lasting rights help the nation, supporting the message.

CHECK FOR UNDERSTANDING

Ask a student to finish: These lines support the message because...

COMMON MISCONCEPTION

Students may only restate the lines. Require the connection to the life lesson.

POSSIBLE STUDENT QUESTION

Why does connecting lines to the message matter? It helps answer message questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting lines to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other lines also support this message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Learning about rights helps people protect freedom and respect one another. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people anywhere?

COMMON MISCONCEPTION

Teacher note: Students often name one amendment. That is a detail, not the lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail names one fact. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap stretches the poem's idea too far. Limits are not the same as no power at all."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported message. The poem limits government, not removes it.

CHECK FOR UNDERSTANDING

Ask a student to find lines showing the poem describes what government can do.

COMMON MISCONCEPTION

Students may accept it because the poem mentions limits. Limits and no power are very different.

POSSIBLE STUDENT QUESTION

How do I spot Plausible but unsupported? The answer sounds possible but the poem does not actually say it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it fits the poem.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem and prove the message 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick an answer that sounds connected to the poem but goes beyond what it says.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we explain the playwright’s purpose and the job of a scene. STAAR asks why the playwright includes a scene. Watch for the Too narrow trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3
Module 3 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean to explain a scene's job in a play?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the playwright's purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A play can explain by putting ideas into characters' words. Look at what the characters teach.”

▶ *Read the dialogue twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: explain. The dialogue teaches about self-government.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say share a story because plays have characters. Characters in this play teach ideas.

POSSIBLE STUDENT QUESTION

How do I know it is explain? The characters explain historical ideas about government.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the playwright's clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the dialogue would change if the purpose were to tell a story.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the playwright includes a scene."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The scene's job connects to the bigger idea in the play."

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: A. To teach readers about the idea of self-government.

CHECK FOR UNDERSTANDING

Ask a student to prove A with dialogue from the play.

COMMON MISCONCEPTION

Students may pick C because Virginia is mentioned. The play explains what happened in Virginia, not asks readers to go there.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It picks one tiny detail that is not even in the scene.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining why the playwright includes a scene. Keep the demand at this level.

RAISE THE THINKING

Ask what the play would lose if this scene were removed.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show why a playwright includes a scene.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Each scene has a job. Ask: how does this scene help the playwright's purpose?”

▶ *Take two or three answers. Push students to connect Scene 4 to the play's idea.*

ANSWER KEY: To show that change takes time and discussion.

CHECK FOR UNDERSTANDING

Ask a student to finish: The playwright includes Scene 4 to show...

COMMON MISCONCEPTION

Students may only retell the scene. Require its job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a scene's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job Scene 5 does.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is OWN. I can explain the playwright's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a life lesson for everyone. Ask: what does this teach all of us?”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: People deserve a voice in the decisions that affect their lives. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today?

COMMON MISCONCEPTION

Teacher note: Students often name a character's action. That is a detail, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what a character does. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the playwright's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to their own school or community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap invents a detail the play does not mention and calls it the scene's job.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Too narrow. Wood is never mentioned. The scene teaches about self-government.

CHECK FOR UNDERSTANDING

Ask a student to explain what Scene 3 actually teaches.

COMMON MISCONCEPTION

Students may accept it because a shop is mentioned. A shop being in the scene does not mean the scene is about the shop's materials.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? The answer picks a tiny detail and misses the scene's real job.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a correct answer for Scene 3's job.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the play and prove the scene's job 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a detail about the setting instead of the scene's purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the main message of a play. STAAR asks what is the main message. Watch for the Overstated claim trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 3 Module 4 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What is an overstated claim in a play?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the playwright's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A message is true beyond the play. It would still work for people in a different time.”

▶ *Read the dialogue twice. Students write the life lesson on the NOTICE row.*

ANSWER KEY: The dialogue points to a lesson about disagreement and cooperation.

CHECK FOR UNDERSTANDING

Ask a student to explain how this goes beyond the play.

COMMON MISCONCEPTION

Students may say the message is about Thomas. Thomas is a character, not the lesson.

POSSIBLE STUDENT QUESTION

How do I find the message? Look for a lesson true for everyone.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the playwright's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether this lesson applies to their classroom.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the main message of a play."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Check whether the play supports the claim. If it is too extreme, it is overstated."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. People deserve a voice in the decisions that affect their lives.

CHECK FOR UNDERSTANDING

Ask a student to prove C with dialogue from the play.

COMMON MISCONCEPTION

Students may pick A because the play discusses ideas spreading. Spreading ideas is different from everyone agreeing.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It makes the lesson bigger than the play supports.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain why A is overstated.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a scene supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Connect the scene to the life lesson. How does it build the message?"

▶ Take two or three answers. Push students to explain the connection.

ANSWER KEY: The line shows listening is part of having a voice, supporting the message.

CHECK FOR UNDERSTANDING

Ask a student to finish: This scene supports the message because...

COMMON MISCONCEPTION

Students may only restate the line. Require the connection to the life lesson.

POSSIBLE STUDENT QUESTION

Why does connecting to the message matter? It helps answer message questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting a scene to the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other scene also supports this message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is OWN. I can explain the playwright's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a life lesson for everyone. Ask: what does this teach all of us?”

▶ *Students write the message as a full sentence on the OWN row.*

ANSWER KEY: Example: People deserve a voice in decisions that affect them. The line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people today?

COMMON MISCONCEPTION

Teacher note: Students often name what a character did. That is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the playwright's message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message applies to their own community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap uses the word every to stretch the lesson too far.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The play shows disagreement, not total agreement.

CHECK FOR UNDERSTANDING

Ask a student to find a line proving people disagreed.

COMMON MISCONCEPTION

Students may accept it because self-government spread. Spreading is different from everyone agreeing.

POSSIBLE STUDENT QUESTION

How do I spot an Overstated claim? Look for words like every or all that go beyond the text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it fits the play.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the play and prove the main message 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a detail about the setting or a character instead of the life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the purpose of a text about the Declaration of Independence. STAAR asks the most likely reason the author wrote the selection. Watch for the Wrong purpose type trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 1 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

How do you know when a history text's purpose is to explain?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author explains what the Declaration says. Explaining points to explain."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: explain. The sentence explains an idea from the Declaration.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because equality is a strong idea. The author is explaining what the Declaration said, not convincing the reader.

POSSIBLE STUDENT QUESTION

How do I know it is explain? The sentence explains a historical fact.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole selection.”

▶ *Students choose privately, then name the trap in A and C with a partner.*

ANSWER KEY: B. to explain the Declaration of Independence and its ideas.

CHECK FOR UNDERSTANDING

Ask a student to prove B with evidence from the text.

COMMON MISCONCEPTION

Students may pick C because the Declaration is a strong document. Teaching about it is different from asking readers to sign something.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. Ask: how does this paragraph help the big purpose?"

▶ Take two or three answers. Push students to connect paragraph 3 to the whole text.

ANSWER KEY: To show that people questioned who was included in the promise of equality.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 3 to show...

COMMON MISCONCEPTION

Students may only retell what Abigail Adams said. Require the paragraph's job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask why the author includes Abigail Adams's perspective.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Ideas about fairness take time to reach everyone. The sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the Declaration?

COMMON MISCONCEPTION

Teacher note: Students often copy a date or event. That is a detail, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a purpose the author is not using. Comedy is not part of this text."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text explains with facts, not comedy.

CHECK FOR UNDERSTANDING

Ask a student to prove the text explains with facts, not a comedy.

COMMON MISCONCEPTION

Students may think history texts can be story-like. Even if a topic is interesting, the purpose here is to explain.

POSSIBLE STUDENT QUESTION

How do I know it is not share a story? The text has no fictional characters or humorous scenes.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Plausible but unsupported trap for this text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage and prove the purpose with a sentence from the text.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse an important historical topic with the purpose to convince.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we explain why the author includes a specific detail. STAAR asks about paragraph 3. Watch for the Too narrow trap, where the answer picks one small piece instead of the bigger reason.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 2 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

What does it mean to explain why the author includes a detail?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the job a detail does.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A detail can give an example that helps build the bigger idea. Ask: what does this detail help me understand?”

▶ *Read the sentence twice. Students write the detail's job on the NOTICE row.*

ANSWER KEY: The detail shows early questions about who was included in equality.

CHECK FOR UNDERSTANDING

Ask a student to name the detail's job in one phrase.

COMMON MISCONCEPTION

Students may retell the detail instead of naming its job.

POSSIBLE STUDENT QUESTION

How do I find a detail's job? Ask: why did the author put this here?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask why the author chose Abigail Adams as an example.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose why the author includes a detail.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The detail's job connects to the bigger idea in the text.”

▶ *Students choose privately, then name the trap in A and B with a partner.*

ANSWER KEY: C. To show that people questioned who was included in equality.

CHECK FOR UNDERSTANDING

Ask a student to prove C with evidence from the text.

COMMON MISCONCEPTION

Students may pick B because a letter is mentioned. The letter is mentioned for what it said, not how it was mailed.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It picks one small piece instead of the detail's bigger job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining why the author includes a detail. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail connects to the rest of the passage.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a section."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Each section has a job. Ask: how does this section help the big purpose?"

▶ *Take two or three answers. Push students to connect the section to the whole text.*

ANSWER KEY: To explain the Declaration's ideas about government power.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this section to explain...

COMMON MISCONCEPTION

Students may only retell the section. Require its job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a section's job. Keep the demand at this level.

RAISE THE THINKING

Ask how this idea was different from how European kings ruled.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is a life lesson for everyone. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Important ideas can inspire people for generations. The sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the Declaration?

COMMON MISCONCEPTION

Teacher note: Students often copy a date or event. That is a detail, not a lesson.

POSSIBLE STUDENT QUESTION

How is the message different from a detail? A detail tells what happened. The message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap invents a fact the text never says and calls it the detail's job."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. Hairstyle is not in the text. The detail teaches about questioning equality.

CHECK FOR UNDERSTANDING

Ask a student to explain what the Abigail Adams detail actually does.

COMMON MISCONCEPTION

Students may accept it because the name sounds familiar. Being mentioned does not mean the detail is about appearance.

POSSIBLE STUDENT QUESTION

How do I spot Too narrow? The answer picks a tiny piece and misses the bigger job.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a correct answer for the detail's job.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage, pick a detail, and prove its job with a sentence.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a small detail about the setting instead of the detail's purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the life lesson about leaders. Our stem is: Which sentence best states a message in the selection? Watch for Plausible but unsupported traps that sound like a lesson but are not proven by the text.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 3 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the difference between a detail about leaders and a life lesson about leaders?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues that point to a life lesson.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“A message is a lesson that would still be true even if you changed the names and places. Look for the big idea.”

▶ *Read the sentence twice. Students write one big idea the author wants readers to learn on the NOTICE row.*

ANSWER KEY: People have always questioned whether promises of fairness include everyone.

CHECK FOR UNDERSTANDING

Ask a student to explain why this is a life lesson and not just a fact about Abigail Adams.

COMMON MISCONCEPTION

Students may say the message is about Abigail Adams writing a letter. That is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

How do I know this is a message and not a detail? A message is true for people anywhere, not just the people in the passage.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain the message in their own words without naming anyone from the passage.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the message that fits the whole selection."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A message is bigger than one fact. It is a lesson for all people, not just the people in the story."

▶ *Students choose privately, then explain why B and C are details, not messages.*

ANSWER KEY: A. People should keep working to make freedom real for everyone.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the passage.

COMMON MISCONCEPTION

Students may pick C because Abigail Adams is memorable. That is a detail about one person, not a lesson for everyone.

POSSIBLE STUDENT QUESTION

What makes something a Detail, not the message? It names specific people, places, or events without reaching a bigger idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why the author includes a detail."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Every detail has a job. Ask yourself: How does this detail help the author make a point?"

▶ Take two or three answers. Push students to connect the detail to the whole selection's purpose.

ANSWER KEY: To show that people were already questioning who was included in the promise of equality.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes this detail to show...

COMMON MISCONCEPTION

Students may retell what Abigail Adams said without explaining why the author included it.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps me answer why the author includes questions on STAAR.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a detail's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 1 does in the selection.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time. Ask: what does this teach all of us?"

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: People must keep working to make promises of fairness real for everyone. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people who never heard of the Declaration? If it only names a document, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Purpose is passage-specific, why the author wrote this text or included this part. Message is global, a life lesson beyond the passage. Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message would still be true in another country.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This trap takes a true fact and offers it as the message. Facts are details, not messages."

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Detail, not the message. The date is a fact, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between a detail and a message.

COMMON MISCONCEPTION

Students may accept it because the date is true. True and message are not the same thing.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It names a specific date and event, not a lesson for everyone.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn the detail into a real message by making it a life lesson.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the message as a life lesson and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a true fact from the passage and confuse it with the message because it sounds important.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we explain purpose on our own using evidence. Our stem is: Short response. Watch for Misreads the lines traps where students twist what the author actually says.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 4 Module 4 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name a purpose and point to one sentence that proves it?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice how the author shows purpose through details.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The author doesn't just have a purpose. The author shows it through choices like facts, opinions, or story details.”

▶ *Read the sentence twice. Students write the purpose type and how the author shows it on the NOTICE row.*

ANSWER KEY: Explain. The author uses historical facts to explain colonial arguments.

CHECK FOR UNDERSTANDING

Ask a student to explain how this sentence helps show the purpose.

COMMON MISCONCEPTION

Students may say convince because the colonists are arguing. The colonists argue, but the author is giving facts.

POSSIBLE STUDENT QUESTION

How does this sentence show purpose? It gives factual evidence about what happened.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how purpose is shown. Keep the demand at this level.

RAISE THE THINKING

Ask how this sentence would be different if the author's purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author includes a detail."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Think about what the detail does for the whole passage, not just what it says on its own."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. To show that people were already questioning who was included in the promise of equality.

CHECK FOR UNDERSTANDING

Ask a student to prove B with another detail from the passage.

COMMON MISCONCEPTION

Students may pick A because it sounds strong, but Abigail Adams asked leaders to remember women, not for women to run the government.

POSSIBLE STUDENT QUESTION

What is Misreads the lines? It takes something from the text and twists it into a meaning the author did not give.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the reason for a detail. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the passage says vs. what choice A says.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the author proves the purpose with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Showing purpose means pointing to what the author actually does in the text: facts, quotes, descriptions, or examples."

▶ Take two or three answers. Push students to name a specific detail and explain how it helps the purpose.

ANSWER KEY: The author quotes the Declaration to give factual evidence about its claims.

CHECK FOR UNDERSTANDING

Ask a student to name another way the author proves the purpose.

COMMON MISCONCEPTION

Students may say the purpose is to convince because the words sound important. The author reports the words, not argues them.

POSSIBLE STUDENT QUESTION

Why is quoting a document evidence of explaining? The author is sharing facts, not opinions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how purpose is proven. Keep the demand at this level.

RAISE THE THINKING

Ask what other evidence from the passage supports the purpose.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Freedom means more than writing it down. People must work to make it real. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people in another country? If it only names the colonies, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and why.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap takes the topic of the text and attaches the wrong purpose. Read what the author actually says.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Misreads the lines. The passage says the opposite.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that proves the trap answer is wrong.

COMMON MISCONCEPTION

Students may be confused because Britain is in the text. Just because a topic is mentioned does not mean the author supports it.

POSSIBLE STUDENT QUESTION

How do I know the student misread the lines? The passage says colonists wanted independence, not to stay with Britain.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the trap answer so it matches what the text actually says.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the author's purpose and message. Use evidence to support your answer.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a choice that mentions something from the text but twists the meaning into something the author did not say.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the purpose of a text about a decision. Our stem is: What is the most likely reason the author wrote this selection? Watch for Too narrow audience traps that limit who the text is for.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 1 . a class or student copy of "A Difficult Compromise" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why a purpose answer must fit the whole text, not just one paragraph?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Facts and historical details point to explain. Opinions and calls to action point to convince. A made-up story points to share a story with."

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Explain. The sentence gives facts about a historical event.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because the topic involves arguing. The characters argue, but the author reports the facts.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author presents facts about what happened without trying to change my mind.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole selection, not one paragraph.”

▶ *Students choose privately, then name the trap in B and C with a partner.*

ANSWER KEY: A. to explain a difficult decision at the Constitutional Convention.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick B because it sounds academic. The text is written for all readers, not only law students.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It says the author wrote the text for only one small group.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. Ask: how does this paragraph help the big purpose?"

▶ Take two or three answers. Push students to connect the paragraph to the whole selection.

ANSWER KEY: To show the opposing viewpoint and explain why the decision was hard.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 2 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job in the selection.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions on STAAR.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what job paragraph 4 does in the selection.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: An agreement can help people move forward without being fair to everyone. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true if we changed the topic? If it only names the Convention, it is a Detail, not the message.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message would apply to a schoolyard compromise.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap says the author wrote the text for only one small group. Check whether the text is written for everyone."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow audience. The text is for all readers.

CHECK FOR UNDERSTANDING

Ask a student to prove the text is for everyone, not just historians.

COMMON MISCONCEPTION

Students may accept it because the topic is history. A history topic does not mean the text is only for historians.

POSSIBLE STUDENT QUESTION

How do I know the audience is not narrow? The author explains ideas so all readers can understand.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a Wrong purpose type trap for this passage.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves the purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a choice that limits who the text is for, confusing a history topic with a narrow audience.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we look at how the author begins the selection. Our stem is: Why does the author begin the selection this way? Watch for Misreads the lines traps that twist the opening’s meaning.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 2 . a class or student copy of "A Difficult Compromise" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why the way an author starts a text matters?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice why the author opens with this.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Authors choose their openings carefully. The first sentence or paragraph often tells readers what the text will be about.”

▶ *Read the sentence twice. Students write why the author opens this way on the NOTICE row.*

ANSWER KEY: To give background and set up the topic of the selection.

CHECK FOR UNDERSTANDING

Ask a student what the opening tells us about what the rest of the text will discuss.

COMMON MISCONCEPTION

Students may focus only on the date without connecting it to the rest of the text.

POSSIBLE STUDENT QUESTION

Why does the opening matter? It sets up what the reader needs to know before the details begin.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the opening's job. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the author started with the compromise instead.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author begins the selection this way."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening connects to everything that follows. Choose the answer that explains that connection."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. To introduce the main conflict that the rest of the text explains.

CHECK FOR UNDERSTANDING

Ask a student to explain how the opening connects to the rest of the text.

COMMON MISCONCEPTION

Students may pick A because it mentions the Convention. But the text says problems were not solved quickly.

POSSIBLE STUDENT QUESTION

What is Misreads the lines? It takes something from the text and changes its meaning.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the author opens this way. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if the author started with the compromise instead of the conflict.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why the opening matters to the whole text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening is the author's first move. It tells the reader what to pay attention to."

▶ Take two or three answers. Push students to connect the opening to the ending.

ANSWER KEY: The opening sets up the conflict so readers understand why the compromise happened.

CHECK FOR UNDERSTANDING

Ask a student to explain what the text would be missing without this opening.

COMMON MISCONCEPTION

Students may retell the opening without explaining its job.

POSSIBLE STUDENT QUESTION

Why does the opening's job matter? It helps you answer why the author begins this way.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the opening's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the author does after the opening to develop the conflict.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Solving a problem quickly does not mean it was solved fairly. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people making a decision today? If it only names the Convention, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a decision at school.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap changes what the text says. Go back and read what actually happened.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The text describes serious disagreement, not easy solutions.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that proves the trap is wrong.

COMMON MISCONCEPTION

Students may accept it because the Convention is mentioned. The Convention being mentioned does not mean it went smoothly.

POSSIBLE STUDENT QUESTION

How do I know the lines are misread? The text says voices were raised and delegates worried.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it matches what the text actually says.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain why the author begins this way and copy one sentence that supports your answer.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse a factual opening about disagreement with dramatic amusement.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find a life lesson about working together. Our stem is: Which sentence best states a message in the selection? Watch for Detail, not the message traps that offer facts as lessons.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 3 . a class or student copy of "A Difficult Compromise" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain how a detail is different from a message?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues that point to a life lesson."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is a lesson that would still be true even if you changed the names and places."

▶ Read the sentence twice. Students write one big idea the author wants readers to learn on the NOTICE row.

ANSWER KEY: Solving one problem does not always fix a deeper one.

CHECK FOR UNDERSTANDING

Ask a student to explain why this sentence hints at a life lesson.

COMMON MISCONCEPTION

Students may say the message is about the compromise counting three-fifths. That is a detail.

POSSIBLE STUDENT QUESTION

How do I know this is a message? It is true for people anywhere, not just the colonists.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words without naming the colonies.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the message that fits the whole selection."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message is bigger than one fact. It is a lesson for all people."

▶ Students choose privately, then explain why A and C are details, not messages.

ANSWER KEY: B. Decisions should be examined by who they help and harm.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a sentence from the text.

COMMON MISCONCEPTION

Students may pick A because it is a specific fact that sounds important. But it is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

What makes something a Detail, not the message? It names specific people, places, or events without reaching a bigger idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true today and give an example.

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 the author's message."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The message is the big idea. The details are the proof. Find the details that support the lesson."

▶ *Take two or three answers. Push students to connect the detail to the message.*

ANSWER KEY: The compromise gave power to some while others had none, proving the message.

CHECK FOR UNDERSTANDING

Ask a student to name another detail that supports the same message.

COMMON MISCONCEPTION

Students may retell the detail without connecting it to the message.

POSSIBLE STUDENT QUESTION

Why does connecting details to the message matter? It helps me prove my answer on STAAR.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how details prove the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other details in the passage support the same life lesson.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: A decision can help some while deeply harming others. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a different decision? If it only names the compromise, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a time they worked with others.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This trap takes a true fact and offers it as the message. Facts are details, not messages."

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Detail, not the message. It is a fact about one side's position, not a life lesson.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between this detail and the real message.

COMMON MISCONCEPTION

Students may accept it because it is true. True and message are not the same thing.

POSSIBLE STUDENT QUESTION

How do I know it is a detail? It names a specific group and their specific action, not a lesson for everyone.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to turn this detail into a real message by making it a life lesson.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the message as a life lesson and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a fact about the compromise or one side's position because it sounds important, confusing a detail with a 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we explain both purpose and message with evidence. Our stem is a short response. Watch for Plausible but unsupported traps that sound good but are not proven by the text.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 5 Module 4 . a class or student copy of "A Difficult Compromise" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain both the purpose and the message without confusing them?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose and message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Purpose and message are different. Purpose is why the author wrote the text. Message is a life lesson for everyone."

▶ Read the sentence twice. Students write one clue for purpose and one clue for message on the NOTICE row.

ANSWER KEY: Purpose: to explain the compromise. Message clue: people may accept unfair solutions.

CHECK FOR UNDERSTANDING

Ask a student which clue points to purpose and which points to message.

COMMON MISCONCEPTION

Students may confuse purpose and message. Remind them that purpose is about this text, and message is about all people.

POSSIBLE STUDENT QUESTION

How do I tell purpose from message? Purpose answers why the author wrote. Message answers what lesson the author teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose and message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to state the purpose and the message in their own words.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the message that fits the whole selection."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A message must be proven by the text. If it sounds like a lesson but has no evidence, it is Plausible but unsupported."

▶ *Students choose privately, then explain why B and C are unsupported.*

ANSWER KEY: A. An agreement that helps one group can still harm another.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a sentence from the text.

COMMON MISCONCEPTION

Students may pick C because it sounds final. But the text says problems remained.

POSSIBLE STUDENT QUESTION

What is Plausible but unsupported? It sounds like a lesson but is not proven by the passage.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain what evidence from the text supports choice A.

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 purpose and message connect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Purpose is how the author organizes the text. Message is the big lesson inside it. They work together."

▶ Take two or three answers. Push students to explain how the facts support the life lesson.

ANSWER KEY: The facts about the compromise help readers see the message about fairness.

CHECK FOR UNDERSTANDING

Ask a student to explain how one fact from the text proves the message.

COMMON MISCONCEPTION

Students may only state the purpose or only state the message. They need to connect both.

POSSIBLE STUDENT QUESTION

Why do they connect? The author chose these facts to help readers reach the lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting purpose and message. Keep the demand at this level.

RAISE THE THINKING

Ask what the message would be if the author had chosen different facts.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: A decision that helps some people move forward can still deeply harm others. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a different situation? If it only names the compromise, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a situation outside the passage.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap sounds like a lesson but is not proven by the text. The text shows compromise happened, not that it should be avoided."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported message. The text does not say never compromise.

CHECK FOR UNDERSTANDING

Ask a student to explain what the text actually says about the compromise.

COMMON MISCONCEPTION

Students may accept it because the compromise had problems. Having problems does not mean the text says never compromise.

POSSIBLE STUDENT QUESTION

How do I know it is unsupported? The text shows the compromise was needed, even though it was not fair.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a message that is actually supported by the text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose and message and use evidence to prove both.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a choice that sounds like a strong opinion but is not actually supported by the 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the purpose of a text about civic life. Our stem is: What is the most likely reason the author wrote this selection? Watch for Wrong purpose type traps that name the wrong kind of writing.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 1 . a class or student copy of "A Voice in the Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name the three main purposes and explain how to tell them apart?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Facts point to explain. Opinions point to convince. A made-up story points to share a story with."

▶ *Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.*

ANSWER KEY: Explain. The sentence gives facts about civic life.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows the purpose.

COMMON MISCONCEPTION

Students may say convince because civic life sounds like a call to action. The author presents facts, not opinions.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author states facts without trying to change my opinion.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the purpose were to convince.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole selection, not one paragraph.”

▶ *Students choose privately, then name the trap in A and C with a partner.*

ANSWER KEY: B. to explain how people can take part in civic life.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a sentence from the text.

COMMON MISCONCEPTION

Students may pick C because the text mentions voting. Mentioning voting is not the same as convincing readers to run for office.

POSSIBLE STUDENT QUESTION

What is a Wrong purpose type trap? It names a purpose the author is not using.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say the purpose in their own words.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why an author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each paragraph has a job. Ask: how does this paragraph help the big purpose?"

▶ Take two or three answers. Push students to connect the paragraph to the whole text.

ANSWER KEY: To show a different viewpoint and give a balanced picture of civic life.

CHECK FOR UNDERSTANDING

Ask a student to finish: The author includes paragraph 3 to show...

COMMON MISCONCEPTION

Students may only retell the paragraph. Require its job.

POSSIBLE STUDENT QUESTION

Why does the job matter? It helps you answer most likely to questions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the text would be like if the author left out paragraph 3.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Communities are shaped by the choices people make. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for any community? If it only names voting, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to give an example of the message in their own community.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names a purpose the author is not using. The author gives facts, not opinions."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The author explains with balanced viewpoints, not convinces.

CHECK FOR UNDERSTANDING

Ask a student to prove the author presents both sides, not just one.

COMMON MISCONCEPTION

Students may accept it because voting is in the text. Mentioning voting is not the same as convincing.

POSSIBLE STUDENT QUESTION

How do I know the purpose is not to convince? The author includes reasons people choose not to participate.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the text would look like if the purpose were actually to convince.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one sentence that proves the purpose.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a choice that names one detail from the text instead of the whole purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the job of a paragraph. Our stem is: Why does the author include paragraph 4? Watch for Too narrow traps that name one small detail as the whole job.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 2 . a class or student copy of "A Voice in the Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the difference between what a paragraph says and the job it does?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the job a paragraph does.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Every paragraph has a job. Ask: what does this paragraph do for the whole text?”

▶ *Read the sentence twice. Students write the paragraph's job on the NOTICE row.*

ANSWER KEY: The paragraph reminds readers that communities change because of participation.

CHECK FOR UNDERSTANDING

Ask a student to explain the paragraph's job in their own words.

COMMON MISCONCEPTION

Students may retell the paragraph. Require the job it does for the whole selection.

POSSIBLE STUDENT QUESTION

What is the paragraph's job? The role it plays in helping the author achieve the purpose.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask what the text would lose if this paragraph were removed.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author includes a paragraph."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The paragraph's job must connect to the whole purpose, not just one detail."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. To remind readers that participation shapes communities.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a detail from the paragraph.

COMMON MISCONCEPTION

Students may pick A because voting is mentioned elsewhere. But this paragraph is about the bigger idea of participation.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It names one small detail as the paragraph's entire job.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the paragraph's job. Keep the demand at this level.

RAISE THE THINKING

Ask a student to compare this paragraph's job to another paragraph's job.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show why a paragraph matters to the whole text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The last paragraph often ties the text together. Ask: what does the author leave the reader thinking about?"

▶ Take two or three answers. Push students to connect the paragraph to the whole selection.

ANSWER KEY: The paragraph ties the text together by reminding readers that every action matters.

CHECK FOR UNDERSTANDING

Ask a student to explain what the reader is meant to think about after this paragraph.

COMMON MISCONCEPTION

Students may only say it is the last paragraph. Require what it does for the reader.

POSSIBLE STUDENT QUESTION

Why does the ending matter? It leaves the reader with the author's final point.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a paragraph's role. Keep the demand at this level.

RAISE THE THINKING

Ask what the text would lose without this ending.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Every person's actions help shape the community. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for any group? If it only names voting, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a passage fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this text. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to their own school or neighborhood.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap invents a detail that is not in the paragraph. Always go back and read what the paragraph actually says."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow. The paragraph reminds readers about participation, not voting booths.

CHECK FOR UNDERSTANDING

Ask a student to read paragraph 4 and prove the trap answer is wrong.

COMMON MISCONCEPTION

Students may accept it because voting is mentioned elsewhere. But paragraph 4 is about the bigger idea.

POSSIBLE STUDENT QUESTION

How do I know the detail is misread? Paragraph 4 never mentions voting booths.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a correct version of the paragraph's job.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Choose one paragraph, explain its job, and copy one sentence that shows it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a choice that limits the paragraph to one small idea instead of seeing its bigger job.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find a life lesson in a story about choices. Our stem is: Which sentence best states a message in the story? Watch for Overstated claim traps that push the lesson too far.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 3 . a class or student copy of "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain what makes a claim overstated?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues that point to a life lesson.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“In a story, the message comes from what the characters learn or experience. Look for the bigger idea.”

▶ *Read the sentence twice. Students write one big idea the author wants readers to learn on the NOTICE row.*

ANSWER KEY: Freedom means having the chance to make choices and build a future.

CHECK FOR UNDERSTANDING

Ask a student to explain why this is a life lesson and not just a detail about Rosa.

COMMON MISCONCEPTION

Students may say the message is about Rosa going to America. That is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

How do I know this is a message? It is true for anyone, not just Rosa.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message without naming Rosa or her family.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the message that fits the whole story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A message must be true and proven by the story. If it goes too far, it is an Overstated claim."

▶ Students choose privately, then explain why B and C are traps.

ANSWER KEY: A. New beginnings require courage even when the outcome is uncertain.

CHECK FOR UNDERSTANDING

Ask a student to prove A with a detail from the story.

COMMON MISCONCEPTION

Students may pick B because the family entered the United States. But the story shows life was not easy.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It takes a lesson from the story and pushes it further than the text proves.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message. Keep the demand at this level.

RAISE THE THINKING

Ask whether the message is still true for someone starting a new school.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the story supports the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message is the big idea. The story details are the proof. Find the details that support the lesson."

▶ Take two or three answers. Push students to connect story details to the message.

ANSWER KEY: The family's hard work and challenges prove that new beginnings take courage.

CHECK FOR UNDERSTANDING

Ask a student to name another detail that supports the same message.

COMMON MISCONCEPTION

Students may retell the story without connecting it to the message.

POSSIBLE STUDENT QUESTION

Why does connecting details to the message matter? It helps me prove my answer on STAAR.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how the story proves the message. Keep the demand at this level.

RAISE THE THINKING

Ask what other details in the story support the same life lesson.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Starting over takes courage and hard work. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for people in another time? If it only names Rosa, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a story detail. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this story. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to someone starting something new today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes a lesson from the story and exaggerates it. The text does not say everyone will always be happy."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. The story shows hard work, not guaranteed happiness.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that proves life was not always easy for the family.

COMMON MISCONCEPTION

Students may accept it because the family entered the United States. Entering a country does not mean everything is easy.

POSSIBLE STUDENT QUESTION

How do I know it is overstated? The text says life was hard and money was scarce.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the claim so it matches what the story actually says.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the message as a life lesson and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a claim that pushes the story's lesson too far, confusing hope with a guarantee.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author's purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we connect structure to purpose. Our stem is: How does the organization help the author's purpose? Watch for Too narrow audience traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 6 Module 4 . a class or student copy of "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name one way the author organizes this text and explain how it helps the purpose?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice how the author organizes the text.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Authors organize texts in different ways. Ask: what pattern does the author use?”

▶ *Read the sentence twice. Students write the organization pattern on the NOTICE row.*

ANSWER KEY: Time order. The author tells the story from the voyage to the arrival.

CHECK FOR UNDERSTANDING

Ask a student to name the first and last events in the story.

COMMON MISCONCEPTION

Students may not name the pattern. Prompt them: Is this time order, compare and contrast, or problem and solution?

POSSIBLE STUDENT QUESTION

Why does the organization matter? It helps the author deliver the purpose in a clear way.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the organization. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the author started with the ending instead.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how the organization helps the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Organization is the pattern the author uses. Time order, problem and solution, and cause and effect are common patterns."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. It follows time order so readers experience the journey step by step.

CHECK FOR UNDERSTANDING

Ask a student to name two events from the story in order.

COMMON MISCONCEPTION

Students may confuse a writing technique like sensory details with the organization pattern.

POSSIBLE STUDENT QUESTION

What is a Too narrow audience trap? It says the text is for only one group of people.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how organization helps purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the story would change if the author used a compare and contrast pattern.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the structure helps deliver the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The structure is how the author arranges the text. The purpose is why. Ask: how does the arrangement help the why?"

▶ Take two or three answers. Push students to connect the pattern to the purpose.

ANSWER KEY: Time order lets readers follow the journey step by step, supporting the purpose.

CHECK FOR UNDERSTANDING

Ask a student to name three events in order and explain how each moves the story forward.

COMMON MISCONCEPTION

Students may describe the story without naming the pattern. Require the pattern name.

POSSIBLE STUDENT QUESTION

Why does connecting structure to purpose matter? It shows how the author made choices to deliver the meaning.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how structure supports purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what would be lost if the author told events out of order.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson that would still be true in another place and time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: New places become home when people keep learning. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for someone moving to a new school? If it only names Rosa, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a story fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote this story. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the message to their own experience of learning something new.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“This trap limits who the story is for. Check whether the text is written for one group or for everyone.”

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow audience. The story is for all readers.

CHECK FOR UNDERSTANDING

Ask a student to prove the story is written for everyone.

COMMON MISCONCEPTION

Students may accept it because the story is about history. A historical story is still for all readers.

POSSIBLE STUDENT QUESTION

How do I know the audience is not narrow? The author tells a story anyone can understand and learn from.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain who the real audience is and how the structure helps them.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain how the organization helps the purpose and copy one sentence that shows it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse the story's topic with its organization pattern, or limit the audience to one group.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author's purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we look at a poet's images. Our stem is: Why does the poet use the images in lines 1 and 2? Watch for Misreads the lines traps that twist the images.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 1 . a class or student copy of "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain how an image in a poem helps deliver the poet's purpose?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice the images a poet uses.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Images are word pictures. Poets use them to help you see and feel the meaning.”

▶ *Read the lines twice. Students write what picture the words create on the NOTICE row.*

ANSWER KEY: One voice growing into something powerful. The image shows that speaking up matters.

CHECK FOR UNDERSTANDING

Ask a student to describe the picture the words create.

COMMON MISCONCEPTION

Students may focus on the literal words without seeing the image. Prompt: What do you picture when you read this?

POSSIBLE STUDENT QUESTION

Why do poets use images? Images help readers feel the meaning, not just read the words.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poet's images. Keep the demand at this level.

RAISE THE THINKING

Ask what feeling the image creates.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the poet uses specific images."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The images connect to the poet's purpose. Choose the answer that explains why the poet painted that picture."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. To show that one voice can grow into something powerful.

CHECK FOR UNDERSTANDING

Ask a student to explain how the image supports this answer.

COMMON MISCONCEPTION

Students may pick A because fears are mentioned. But the poem says questions conquer fears, which is different from avoiding them.

POSSIBLE STUDENT QUESTION

What is Misreads the lines? It changes what the poet says into something different.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the poet uses images. Keep the demand at this level.

RAISE THE THINKING

Ask what the poem would lose without these images.

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 images support the poet's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Images are not decorations. They carry meaning. Ask: what idea does this image deliver?"

▶ Take two or three answers. Push students to connect the image to the purpose.

ANSWER KEY: The image shows a single thought growing stronger, supporting the idea that voices matter.

CHECK FOR UNDERSTANDING

Ask a student to explain how this image connects to the title of the poem.

COMMON MISCONCEPTION

Students may describe the image without connecting it to the purpose.

POSSIBLE STUDENT QUESTION

Why does connecting images to purpose matter? It helps me answer STAAR questions about poetry.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how images support purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what other image in the poem delivers the same idea.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this poem. The message is a life lesson that would still be true in another time."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: One voice can start a wave of change. The slide line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true without this poem? If it only names actions from the poem, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a line from the poem. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the poet wrote this poem. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to give an example of one voice starting a wave in real life.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap invents a meaning the poem does not give. Go back and read what the lines actually say."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Misreads the lines. The poem is about voices and change, not a science experiment.

CHECK FOR UNDERSTANDING

Ask a student to read the lines and prove they are not about a science experiment.

COMMON MISCONCEPTION

Students may be confused because the word questions appears. Questions in this poem are about fairness, not science.

POSSIBLE STUDENT QUESTION

How do I know the lines are misread? The poem uses voices and questions about fairness, not experiments.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it matches what the poem actually says.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Explain the images and copy one line that supports your answer.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may twist the poem's images into a literal event instead of seeing the bigger idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we find the poet’s message and prove it with lines. Our stem asks: What message and which lines? Watch for Plausible but unsupported traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7 Module 2 . a class or student copy of "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain the poet's message and point to a line that proves it?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues that point to the poet's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message is a lesson for everyone. Look for the line that says the biggest, truest idea.”

▶ *Read the lines twice. Students write one big idea on the NOTICE row.*

ANSWER KEY: Speaking up matters even when your voice feels small.

CHECK FOR UNDERSTANDING

Ask a student to explain why this is a life lesson and not just a fact about voices.

COMMON MISCONCEPTION

Students may focus on the words soft and small literally instead of seeing the deeper meaning.

POSSIBLE STUDENT QUESTION

How do I know this is a message? It is true for anyone, not just the people in the poem.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the message in their own words.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be proven by the poem. If it sounds like a lesson but the poem does not actually say it, it is Plausible but unsupported."

▶ Students choose privately, then explain why B and C are traps.

ANSWER KEY: A. One person's voice can inspire change when others listen and join in.

CHECK FOR UNDERSTANDING

Ask a student to name the lines that prove A.

COMMON MISCONCEPTION

Students may take the word wave literally. In this poem, wave is a metaphor for growing change.

POSSIBLE STUDENT QUESTION

What is Plausible but unsupported? It sounds reasonable but is not what the poem actually says.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the poet's message. Keep the demand at this level.

RAISE THE THINKING

Ask students to find another line that also proves the message.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is SHOW. I can show which lines prove the poet's message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“The message needs proof. Point to the lines that show the lesson in action.”

▶ *Take two or three answers. Push students to quote the exact lines that prove the message.*

ANSWER KEY: The whisper traveling and voices rising prove that one voice can grow into change.

CHECK FOR UNDERSTANDING

Ask a student to read the lines and explain how they prove the message.

COMMON MISCONCEPTION

Students may paraphrase without quoting. Push them to use the poet's exact words.

POSSIBLE STUDENT QUESTION

Why do I need lines? STAAR asks for the message AND the proof.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing which lines prove the message. Keep the demand at this level.

RAISE THE THINKING

Ask what the poem would lose without these lines.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this poem. The message is a life lesson beyond it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: One voice can start a wave of change. The slide line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true without this poem? If it only names an action from the poem, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a line. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a time when one voice made a difference.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap sounds like it could be true but is not what the poem actually says."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. The poem says one voice, not only famous leaders.

CHECK FOR UNDERSTANDING

Ask a student to read the line that proves the answer is wrong.

COMMON MISCONCEPTION

Students may accept it because leaders are mentioned later in the poem. But the poem starts with one person, not a famous leader.

POSSIBLE STUDENT QUESTION

How do I know it is unsupported? The poem says one person, not only famous leaders.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it matches the poem.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Write the message and copy two lines that prove it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may take the word wave literally or limit the message to famous people.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we look at why the poet repeats an idea. Our stem is: Why does the poet repeat an idea in the poem? Watch for Too narrow traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7 Module 3 . a class or student copy of "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why a poet would repeat an idea?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice when a poet repeats an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Repetition is a signal. When a poet repeats something, it means that idea is important."

▶ Read the lines twice. Students write what the poet repeats and why on the NOTICE row.

ANSWER KEY: Changing your thinking when you learn something new is normal and good.

CHECK FOR UNDERSTANDING

Ask a student to find another place in the poem where the same idea appears.

COMMON MISCONCEPTION

Students may say the poet repeats to fill space. Repetition in a poem is always a choice.

POSSIBLE STUDENT QUESTION

Why does repetition matter? It tells the reader what the poet cares about most.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing repetition. Keep the demand at this level.

RAISE THE THINKING

Ask what the poem would lose without the repetition.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the poet repeats an idea."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Repetition is about the whole poem's meaning. Choose the answer that connects to the big idea."

▶ Students choose privately, then name the trap in A and C with a partner.

ANSWER KEY: B. To show that learning from new evidence is the poem's most important idea.

CHECK FOR UNDERSTANDING

Ask a student to prove B by quoting the repeated lines.

COMMON MISCONCEPTION

Students may pick A because the poem mentions experiments. But the poem uses many examples, not just science.

POSSIBLE STUDENT QUESTION

What is a Too narrow trap? It limits the poem's meaning to one small part.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the poet repeats. Keep the demand at this level.

RAISE THE THINKING

Ask what all the examples in the poem have in common.

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 repetition delivers the message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Repetition does not just say something again. It proves that the idea works across different situations."

▶ Take two or three answers. Push students to connect the repetition to the whole poem.

ANSWER KEY: Repeating the idea across examples proves it works everywhere, not just one situation.

CHECK FOR UNDERSTANDING

Ask a student to name two different examples from the poem that show the same idea.

COMMON MISCONCEPTION

Students may name only one example. Push them to see the pattern across examples.

POSSIBLE STUDENT QUESTION

Why does the pattern matter? It proves the message is true in many situations, not just one.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how repetition strengthens the message. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if the poet used only one example instead of several.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the poet's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this poem. The message is a life lesson beyond it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Good thinkers change when new evidence shows a better way. The slide line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true without Edison? If it only names one example, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a line about one example. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the poet wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a time they changed their thinking.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This trap limits the poem to one small part. The repeated idea covers many examples."

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Too narrow. The poem uses many examples, not just turtles.

CHECK FOR UNDERSTANDING

Ask a student to name three examples from the poem that show the same repeated idea.

COMMON MISCONCEPTION

Students may accept it because turtles are in the poem. Being in the poem does not make it the whole point.

POSSIBLE STUDENT QUESTION

How do I know it is too narrow? The poem repeats the idea across many different examples.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name all the examples the poet uses.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the poem. Explain the repetition and copy two lines that show it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may limit the poem's repeated idea to one example instead of seeing it across the whole poem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we compare two poems' purposes. Our stem is: How are the purposes of the two poems alike? Watch for Overstated claim traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 7
Module 4 . a class or student copy of "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you name one purpose that both poems share?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice what two poems share.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Comparing two poems means finding what is the same, not what is different.”

▶ *Read the lines twice. Students write one purpose both poems share on the NOTICE row.*

ANSWER KEY: Both poems show that change requires effort and thinking.

CHECK FOR UNDERSTANDING

Ask a student to name one thing both poems have in common.

COMMON MISCONCEPTION

Students may focus on differences. Redirect them to the shared purpose.

POSSIBLE STUDENT QUESTION

Why does comparing purposes matter? It helps me see bigger patterns across different texts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing shared purposes. Keep the demand at this level.

RAISE THE THINKING

Ask how the two poems approach the same purpose differently.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose how two poems' purposes are alike."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The shared purpose must fit both poems. If it fits only one, it is too narrow."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. Both poems show that thoughtful action can lead to positive change.

CHECK FOR UNDERSTANDING

Ask a student to name one detail from each poem that supports C.

COMMON MISCONCEPTION

Students may pick B because one poem mentions experiments. But both poems cover many topics.

POSSIBLE STUDENT QUESTION

What is an Overstated claim? It pushes the comparison further than the poems actually prove.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the shared purpose. Keep the demand at this level.

RAISE THE THINKING

Ask how the two poems deliver the same purpose using different images.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how both poems serve the same purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Same purpose, different images. Show how each poem does it in its own way."

▶ Take two or three answers. Push students to give one detail from each poem.

ANSWER KEY: Both poems show thoughtful action leading to change, using different images.

CHECK FOR UNDERSTANDING

Ask a student to name a specific image from each poem.

COMMON MISCONCEPTION

Students may only talk about one poem. Require details from both.

POSSIBLE STUDENT QUESTION

Why does comparing help? It shows me that the same purpose can appear in different forms.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how both poems share a purpose. Keep the demand at this level.

RAISE THE THINKING

Ask what the two poems would look like if they were combined into one.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the shared message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The shared message is a life lesson that would still be true even without either poem."

▶ Students write the shared message as a full sentence on the OWN row.

ANSWER KEY: Example: Change comes from thinking, learning, and acting. The slide line is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true without these poems? If it only names one example, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a line from one poem. That is a Detail, not the shared message.

POSSIBLE STUDENT QUESTION

How do I find the shared message? Look for the lesson that is true in both poems.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the shared message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the shared message to their own lives.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap pushes the comparison too far and gets it backward. Read what the poems actually say."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Overstated claim. Both poems celebrate change, not resistance to change.

CHECK FOR UNDERSTANDING

Ask a student to read a line from each poem that proves they value change.

COMMON MISCONCEPTION

Students may be confused because the word change appears. The poems support change, not avoiding it.

POSSIBLE STUDENT QUESTION

How do I know it is overstated? The poems say the opposite: change is a strength.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to rewrite the answer so it matches what both poems say.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to both poems. Explain the shared purpose and copy one line from each.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may limit both poems to one topic instead of seeing the broader shared purpose.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“This week we look at why the author begins with a central question. Our stem is: Why does the author begin with a central question? Watch for Misreads the lines traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 1 . a class or student copy of "From Protest to Participation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain why an author might start a text with a question?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the central question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A central question is like a compass. It tells the reader where the whole text is heading."

▶ Read the opening twice. Students write the question and why the author starts with it on the NOTICE row.

ANSWER KEY: The question focuses the reader on how freedom and rights become real changes.

CHECK FOR UNDERSTANDING

Ask a student to explain how the question connects to the rest of the text.

COMMON MISCONCEPTION

Students may read the question without noticing it is the text's organizing principle.

POSSIBLE STUDENT QUESTION

Why does starting with a question matter? It tells the reader what to look for in every paragraph.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the central question. Keep the demand at this level.

RAISE THE THINKING

Ask what the text would lose without this opening question.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose why the author begins with a central question."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The opening question is a tool. It draws the reader in and sets up the whole text."

▶ Students choose privately, then name the trap in B and C with a partner.

ANSWER KEY: A. To focus the reader on the main idea the whole text will explore.

CHECK FOR UNDERSTANDING

Ask a student to explain how the rest of the text answers the opening question.

COMMON MISCONCEPTION

Students may pick C because it mentions testing. But the author is not testing readers. The author is guiding them.

POSSIBLE STUDENT QUESTION

What is Misreads the lines? It changes the author's intention into something different.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting why the author opens with a question. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the author started with a fact instead of a question.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the central question organizes the text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The central question is answered across the whole text. Each section provides part of the answer."

▶ Take two or three answers. Push students to name specific sections that answer the question.

ANSWER KEY: Each section gives one way ideas about freedom become real changes.

CHECK FOR UNDERSTANDING

Ask a student to name one section and explain how it answers the question.

COMMON MISCONCEPTION

Students may answer the question instead of explaining how the text answers it.

POSSIBLE STUDENT QUESTION

Why does the organization matter? It shows how the author builds the answer step by step.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how the question organizes the text. Keep the demand at this level.

RAISE THE THINKING

Ask which section best answers the question and why.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson beyond it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Democracy is a continuing process, not a single event. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a different country? If it only names the Declaration, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to give an example of the message being true today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“This trap changes the author's intention. Go back and read why the author opens this way.”

▶ *Students write why it is a trap and its name on the DEFEND row.*

ANSWER KEY: Misreads the lines. The question focuses, not confuses.

CHECK FOR UNDERSTANDING

Ask a student to explain how the question helps, not hurts, the reader.

COMMON MISCONCEPTION

Students may accept it because questions can feel confusing. But this question guides the reader through the text.

POSSIBLE STUDENT QUESTION

How do I know the lines are misread? The author answers the question throughout the text, which means it is a guide.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain how the rest of the text proves the question is helpful.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Explain the central question and copy one sentence that connects to it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may confuse the central question with a riddle or a test, instead of seeing it as the text's organizing tool.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author's purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we find one life lesson across sections. Our stem is: Which sentence best states a message in the selection? Watch for Plausible but unsupported traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 2 . a class or student copy of "From Protest to Participation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain a message that runs across the whole text, not just one section?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice message clues that span the whole text.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The message of a long text often appears near the end, tying all the sections together.”

▶ Read the sentence twice. Students write the life lesson it hints at on the NOTICE row.

ANSWER KEY: Democracy is a continuing process that requires each generation to participate.

CHECK FOR UNDERSTANDING

Ask a student to explain how this sentence connects to the opening question.

COMMON MISCONCEPTION

Students may focus on one section instead of seeing the message across the whole text.

POSSIBLE STUDENT QUESTION

How do I find a message across sections? Look for the idea that is true in every section.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a message across sections. Keep the demand at this level.

RAISE THE THINKING

Ask how different sections of the text all support the same lesson.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the message that fits the whole selection.”

▶ Read the I can statement aloud, then read the test-style question on the slide.

“The message must fit the whole text, not just one section.”

▶ Students choose privately, then explain why A and B are traps.

ANSWER KEY: C. Democracy is a continuing process that needs explained, active citizens.

CHECK FOR UNDERSTANDING

Ask a student to name two sections that support C.

COMMON MISCONCEPTION

Students may pick A because the text discusses disagreement. But the text says disagreement is normal and productive, not something to avoid.

POSSIBLE STUDENT QUESTION

What is Plausible but unsupported? It sounds true but is not what the text actually says.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message across sections. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect C to something happening in their community today.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how different sections support the same message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message runs through the whole text. Each section provides a different piece of evidence."

▶ Take two or three answers. Push students to name evidence from more than one section.

ANSWER KEY: Different sections show questioning, building, and participating, all proving democracy continues.

CHECK FOR UNDERSTANDING

Ask a student to name one detail from each section that supports the message.

COMMON MISCONCEPTION

Students may only use one section. Push them to draw from across the text.

POSSIBLE STUDENT QUESTION

Why does using multiple sections matter? It proves the message applies to the whole text, not just one part.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how sections prove the message. Keep the demand at this level.

RAISE THE THINKING

Ask which section provides the strongest evidence for the message.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson beyond it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Democracy needs each generation to keep working. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true for a different nation? If it only names American documents, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a fact. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to today.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap sounds true but goes beyond what the text actually says."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Plausible but unsupported. The text does not rank the Bill of Rights as the most important document.

CHECK FOR UNDERSTANDING

Ask a student to explain what the text actually says about the Bill of Rights.

COMMON MISCONCEPTION

Students may accept it because the Bill of Rights is important. But the text discusses it as part of a larger process.

POSSIBLE STUDENT QUESTION

How do I know it is unsupported? The text mentions many documents and events, not just one.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a message that is actually supported by the whole text.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the message and copy one sentence that proves it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may pick a fact about one document or limit change to leaders instead of seeing the whole process.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we find the purpose of a research text. Our stem is: What is the most likely reason the author wrote this selection? Watch for Wrong purpose type traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 3 . a class or student copy of "How Change Happens" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain how a research text is different from a story?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues to the author's purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A research text gathers evidence. The purpose is usually to explain by showing patterns."

▶ Read the sentence twice. Students write the purpose and one clue word on the NOTICE row.

ANSWER KEY: Explain. The author connects examples to show a pattern.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that shows this is explanatory writing.

COMMON MISCONCEPTION

Students may say convince because the author makes a claim. But the author supports it with evidence, not opinions.

POSSIBLE STUDENT QUESTION

How do I know it is explaining? The author gathers evidence and shows patterns.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose clues. Keep the demand at this level.

RAISE THE THINKING

Ask how this text is different from a persuasive essay.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is CHOOSE. I can choose the author's main purpose.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Main purpose means the reason for the whole selection.”

▶ *Students choose privately, then name the trap in A and C with a partner.*

ANSWER KEY: B. to explain how people respond to challenges.

CHECK FOR UNDERSTANDING

Ask a student to prove B with a detail from the text.

COMMON MISCONCEPTION

Students may pick C because the text mentions a garden. But the text covers much more than one experiment.

POSSIBLE STUDENT QUESTION

What is Too narrow? It limits the whole text's purpose to one small part.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the main purpose. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name three examples the text uses.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the author achieves the purpose."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The author uses examples from many areas to prove one pattern. That is how a research text explains."

▶ Take two or three answers. Push students to name at least three examples from the text.

ANSWER KEY: The author connects examples from nature, science, history, and community to one pattern.

CHECK FOR UNDERSTANDING

Ask a student to name one example from each area.

COMMON MISCONCEPTION

Students may name only one example. Push them to see the full range.

POSSIBLE STUDENT QUESTION

Why does using many examples matter? It proves the pattern is real, not just a coincidence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how a research text explains. Keep the demand at this level.

RAISE THE THINKING

Ask what the text would lose if the author used only one example.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson beyond it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Good thinkers observe, test, and change when evidence demands it. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true outside this text? If it only names Edison, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a fact about one example. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a time they had to change their thinking.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap names the wrong purpose. The text uses examples to explain, not to tell a funny story."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Wrong purpose type. The text explains with evidence, not amuse.

CHECK FOR UNDERSTANDING

Ask a student to name three different examples from the text that prove it is explanatory.

COMMON MISCONCEPTION

Students may accept it because the garden sounds interesting. Interesting is not the same as amusing.

POSSIBLE STUDENT QUESTION

How do I know the purpose is not to share a story with? The text connects many examples to a thinking pattern.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to explain what the text would look like if the purpose were actually to share a story with.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write the purpose, the message, and copy one proving sentence.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may limit the text to one example instead of seeing the full pattern across areas.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·
The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning author’s purpose the way the STAAR test asks about it. The purpose is why the author wrote this text. The message is a big life lesson that is true beyond this text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This is capstone week. You explain purpose and message with evidence and defend in writing. Watch for Too narrow audience and Plausible but unsupported traps.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Author's Purpose slide deck for Cluster 8 Module 4 . a class or student copy of "How Change Happens" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Can you explain purpose and message and prove both with evidence from the text?

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today's thinking job is NOTICE. I can notice clues to the author's purpose and message.”

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

“Purpose and message work together. The facts deliver the lesson.”

▶ *Read the sentence twice. Students write one clue for purpose and one for message on the NOTICE row.*

ANSWER KEY: Purpose: to explain change. Message: real progress comes from learning and choosing responsibly.

CHECK FOR UNDERSTANDING

Ask a student which clue is about purpose and which is about message.

COMMON MISCONCEPTION

Students may confuse purpose and message. Remind them: purpose is why the author wrote; message is the life lesson.

POSSIBLE STUDENT QUESTION

How do I tell them apart? Purpose answers why. Message answers what lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing purpose and message clues. Keep the demand at this level.

RAISE THE THINKING

Ask students to state each in one sentence.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the message of the capstone text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The message must be proven by the whole text. If it is only for one group, it is Too narrow audience."

▶ Students choose privately, then name the trap in A and B with a partner.

ANSWER KEY: C. Progress comes from observing, gathering evidence, and being willing to change.

CHECK FOR UNDERSTANDING

Ask a student to prove C with a detail from the text.

COMMON MISCONCEPTION

Students may pick B because the text discusses first answers. But the text says to question first answers, not accept them.

POSSIBLE STUDENT QUESTION

What is Plausible but unsupported? It sounds like a lesson but is not what the text says.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the capstone message. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how C connects to every section of the text.

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how purpose and message connect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is the vehicle. The message is the destination. The examples drive the reader from one to the other."

▶ Take two or three answers. Push students to explain how facts lead to the lesson.

ANSWER KEY: The facts from many areas prove that progress comes from evidence and willingness to change.

CHECK FOR UNDERSTANDING

Ask a student to name one fact and explain how it leads to the message.

COMMON MISCONCEPTION

Students may only state one or the other. Push them to connect both.

POSSIBLE STUDENT QUESTION

Why do purpose and message connect? The author chose these facts to help readers reach the lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting purpose and message in a capstone. Keep the demand at this level.

RAISE THE THINKING

Ask what the message would be if the author chose different examples.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain the author's message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The purpose is about this passage. The message is a life lesson beyond it."

▶ Students write the message as a full sentence on the OWN row.

ANSWER KEY: Example: Progress comes from learning and being willing to change. The slide sentence is a Detail, not the message.

CHECK FOR UNDERSTANDING

Ask: Would your message still be true without this text? If it only names Kendrix, it is a Detail.

COMMON MISCONCEPTION

Teacher note: Students often copy a fact about one example. That is a Detail, not the message.

POSSIBLE STUDENT QUESTION

How is the message different from the purpose? Purpose is why the author wrote. Message is a lesson for everyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the message. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the message to a decision they have to make.

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer and explain why a trap is wrong."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap limits who the text is for. The text is for everyone who wants to understand how change works."

▶ Students write why it is a trap and its name on the DEFEND row.

ANSWER KEY: Too narrow audience. The text is for all readers.

CHECK FOR UNDERSTANDING

Ask a student to name three audiences who would benefit from this text.

COMMON MISCONCEPTION

Students may accept it because a garden is in the text. One example does not define the audience.

POSSIBLE STUDENT QUESTION

How do I know the audience is not narrow? The text uses many examples from many areas.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask a student to write a message that fits the whole text, not one example.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Go back to the passage. Write purpose, message, evidence, and name one trap.”

▶ 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.

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What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

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▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

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Students can give the answer and the proof.

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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.

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Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Students may limit the message to one field or confuse questioning with accepting, missing the text's central idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Knowing the answer but not why the others fail.

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What if a wrong choice is true? True is not enough. It must answer the question.

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Explaining the distractors is the highest DEFEND move of the week.

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Ask a student to write a new trap answer for this question.