

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues plus what I know to make an inference.

I can find the words that help prove my thinking.

I can check choices for traps that are not supported.

THIS WEEK'S FOCUS

Inferencing

from “The Great Chocolate Chip Cookie Mystery”

An **inference** is an idea the text helps me figure out. I use clues plus what I know. STAAR asks: **What can the reader infer about the main character based on this part of the text?** I will watch for **Misreads** a detail, **Not in the text**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing

TEKS 5.6(F) • Inferencing • Week 1 of 36 • Prepare Cluster • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from clues plus what we already know. An inference is an idea the text helps us figure out.”

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

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

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

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

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"By 11:42 on Friday morning, fifth grade had a problem. A serious problem."

I CAN | I can find exact clue words that support an inference.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"The words problem and serious problem repeat the idea. That repetition is a clue."

▶ *Read the sentences twice. Students underline problem and serious problem.*

ANSWER KEY: problem and serious problem show importance.

CHECK FOR UNDERSTANDING

Ask: Which words show this is not a small problem?

COMMON MISCONCEPTION

Students may choose chocolate-chip-sized because it describes the size of the emergency, not Jordan's feelings.

POSSIBLE STUDENT QUESTION

Why does serious matter? It shows the problem feels important.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what these clues help us infer about Jordan.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

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

"‘They’re gone,’ announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

- A** Jordan thinks summer vacation was just canceled this morning. • **B** Jordan thinks the missing cookies are a serious problem. • **C** Jordan works inside the school cafeteria each day.

I CAN | I can choose the best inference and avoid choices that twist a detail.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inference • Tuesday

TEKS 5.6(F) • Inference • Week 1 of 36 • Prepare Cluster • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Look at what Jordan says and how he acts. The best choice matches both clues."

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

ANSWER KEY: B. Jordan thinks the missing cookies are a serious problem.

CHECK FOR UNDERSTANDING

Ask: Which words show Jordan's reaction?

COMMON MISCONCEPTION

Students may choose that Jordan thinks summer vacation was just canceled this morning. That detail is a comparison, not the main idea.

POSSIBLE STUDENT QUESTION

Why is the comparison useful? It shows how strongly Jordan reacts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which clue is stronger, his words or his action, and why.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that Jordan is very dramatic? Explain how it proves it.

"‘They're gone,’ announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

I CAN | I can explain how exact words and actions support an inference.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing • Wednesday

TEKS 5.6(F) • Inferencing • Week 1 of 36 • Prepare Cluster • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

 ~4 min

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

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

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

"The comparison to canceled summer vacation makes Jordan's reaction sound huge."

▶ *Students circle staring and summer vacation had been canceled. Partners explain the connection.*

ANSWER KEY: His reaction compares missing cookies to canceled summer vacation.

CHECK FOR UNDERSTANDING

Ask students to finish: This shows Jordan is dramatic because...

COMMON MISCONCEPTION

Students may repeat that the cookies are gone without explaining Jordan's reaction.

POSSIBLE STUDENT QUESTION

Why is staring evidence? It shows a strong reaction, not just a quiet observation.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what a calm character might have done instead.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Lucia based on the story?** Write your inference and one piece of proof.

"They compared several sources instead of stopping after the first one."

I CAN | I can make a supported inference and connect it to exact text evidence.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write my own inference and proof."

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

"Your inference should go one step beyond the sentence, but the sentence must support it."

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

ANSWER KEY: Lucia checks more than one source.

CHECK FOR UNDERSTANDING

Ask a student to read the proof and explain what it shows.

COMMON MISCONCEPTION

Students may write that Lucia likes cookies. The text does not prove that idea.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words that make it reasonable.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing an inference with proof. Keep the demand at this level.

RAISE THE THINKING

Ask what Lucia might do when she hears a new story later.

TODAY'S THINKING JOB

DEFEND

"I can explain why a trap answer is wrong."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jordan thinks sixth grade stole the cookies.** Explain why it is a trap and name the trap.

"No."

I CAN | I can use the text to defend a supported answer against a trap.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap uses a real rumor from the story but ignores the answer that follows it."

▶ *Students name the trap and underline "No."*

ANSWER KEY: Misreads a detail. The text says sixth grade did not steal the cookies.

CHECK FOR UNDERSTANDING

Ask: What exact word disproves the wrong answer?

COMMON MISCONCEPTION

Students may accept the choice because sixth grade appears in the story.

POSSIBLE STUDENT QUESTION

Why can a detail be real but still lead to a wrong answer? The detail may be part of a rumor, not the evidence.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create a True but not the answer choice about sixth grade.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about the class after hearing rumors? Copy one sentence that proves it.

Go back to the reading.
**What can the reader infer about the class
after hearing rumors?**
**Write your inference. Then copy one
sentence that proves it.**

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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 7 of 10

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

 ~5 min

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

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

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

“Make your inference first. Then find the exact words that prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **problem and serious problem.** These repeated words make the missing situation seem important.

CHOOSE **B.** Jordan thinks the missing cookies are a serious problem. Jordan says the cookies are gone and reacts as if summer vacation was canceled, so he treats the situation as a serious problem. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW **The comparison to canceled summer vacation makes Jordan's reaction seem huge.** This supports the inference that he is dramatic.

OWN **Lucia is careful about checking information.** Proof: They compared several sources instead of stopping after the first one.

DEFEND **Misreads a detail.** Ms. Ruiz answers “No.” when Jordan asks if sixth grade stole the cookies, so the text disproves the choice.

YOUR TURN **Answers vary.** One example: The class gets carried away by rumors. Proof: Within thirty seconds, the investigation had already gone completely out of control.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A chocolate-chip-sized emergency. “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”

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

- A** Jordan calmly accepts that the missing cookies are gone.
- B** Jordan knows who took all the missing cookies.
- C** Jordan thinks the missing cookies are a very serious problem.
- D** Jordan is staring through the cafeteria serving window right now.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a choice that uses a true detail but does not answer what the reader can infer about Jordan.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

Jordan calmly accepts that the missing cookies are gone.

- A** Misreads a detail trap. Jordan stares and reacts as if a huge event happened, so he does not calmly accept that the cookies are gone.

Jordan knows who took all the missing cookies.

- B** Not in the text trap. this part of the text does not say Jordan knows who took the cookies.

Jordan thinks the missing cookies are a very serious problem. Correct.

- C** Jordan calls the missing cookies an emergency and reacts as if summer vacation was canceled.

Jordan is staring through the cafeteria serving window right now.

- D** True but not the answer trap. Jordan is staring through the window, but that detail does not explain what the reader can infer about the missing cookies.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues from a character's actions to infer a motive.

I can explain why a character acts a certain way.

I can check each answer against the evidence in the story.

THIS WEEK'S FOCUS

Inferencing

from “The Great Chocolate Chip Cookie Mystery”

An **inference** is an idea the text supports without saying it directly. STAAR asks: **What can the reader infer about the main character from the clues the main character notices?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing

TEKS 5.6(F) • Inferencing • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer motives from actions. A motive is the reason a character does something.”

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

“We will use clues from Lucia's actions and thoughts to decide what she wants and why she acts carefully.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between an action and the motive behind it.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an action that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the main character from the clues the main character notices?** Find the action words.

"They compared several sources instead of stopping after the first one."

I CAN | I can notice an action and use it to infer a character's motive.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Lucia does not accept the first story. Her careful action gives us a clue about what she wants."

► *Read the sentence twice. Students underline compared several sources and instead of stopping.*

ANSWER KEY: Lucia checked more than one source because she wanted accurate information.

CHECK FOR UNDERSTANDING

Ask which action shows Lucia was being careful.

COMMON MISCONCEPTION

Students may say Lucia compared sources because she was bored. The text points to accuracy.

POSSIBLE STUDENT QUESTION

Why does checking several sources matter? It shows Lucia wants a reliable answer.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what motive Lucia's action suggests.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Lucia from the clues Lucia notices?** Pick the answer the text proves.

"A week earlier, she would have repeated the famous invention story without thinking twice."

- A** She wants to repeat stories without checking • **B** She wants to question only cookie stories • **C** She wants to check each story carefully

I CAN | I can choose the motive that best matches a character's actions and clues.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 2 of 36 • Prepare Cluster • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Look at Lucia's change. She no longer repeats an interesting story without checking it."

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

ANSWER KEY: C. She wants to check each story carefully.

CHECK FOR UNDERSTANDING

Ask which choice is supported by without thinking twice.

COMMON MISCONCEPTION

Students may choose that Lucia dislikes stories. She still finds mysteries interesting.

POSSIBLE STUDENT QUESTION

How do I know a choice is supported? I can point to words that match the character's action.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Lucia's thinking changed.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Lucia wants accurate information?** Explain how it proves the inference.

"They compared several sources instead of stopping after the first one."

I CAN | I can explain how a character's action proves the character's motive.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"The detail is strong evidence because it shows what Lucia actually does."

▶ *Students circle compared several sources and finish the sentence, This proves Lucia wants accuracy because...*

ANSWER KEY: She checks several sources, so she wants an accurate answer.

CHECK FOR UNDERSTANDING

Ask students to explain the action with because.

COMMON MISCONCEPTION

Students may only repeat the detail. They must explain what the action shows.

POSSIBLE STUDENT QUESTION

Is the action alone enough? Add the motive it suggests.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why stopping after one source would show a different motive.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Lucia's motive?** Write your inference and one piece of proof.

"Now she wondered how many other stories she had heard that sounded true simply because they were interesting."

I CAN | I can infer a character's motive and support it with exact story evidence.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should explain what Lucia wants or cares about. Then connect it to her wondering."

▶ *Students write one motive and copy or name one supporting detail.*

ANSWER KEY: Lucia wants to check interesting stories before believing them.

CHECK FOR UNDERSTANDING

Ask a student to read the motive and proof together.

COMMON MISCONCEPTION

Students may write that Lucia thinks every story is false. The text says she questions stories, not rejects them all.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Keep your inference close to Lucia's actions and thoughts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Lucia may do the next time she hears an exciting story.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Lucia compared sources to embarrass Eli.** Explain why it is a trap and name the trap.

"They compared several sources instead of stopping after the first one."

I CAN | I can explain why a tempting motive is wrong using evidence from the story.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"The action is true, but the reason is wrong. That is the featured trap."

▶ *Students name the trap and write the motive the evidence supports.*

ANSWER KEY: Wrong motive for a true action. Lucia checked sources to find accuracy.

CHECK FOR UNDERSTANDING

Ask which words show Lucia cared about accuracy.

COMMON MISCONCEPTION

Students may accept the answer because Lucia teased Eli. Teasing is not the reason for comparing sources.

POSSIBLE STUDENT QUESTION

Can a true action still have a wrong answer? Yes. The motive must also be supported.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what evidence would support the motive of embarrassment.

Make an inference about Lucia.

Go back to the passage. Answer: What can the reader infer about Lucia from the clues Lucia notices? Write her motive and one detail that proves it.

Go back to the reading.
What can the reader infer about Lucia's motive?
Write your inference. Then give one detail that proves it.

I CAN | I can infer a character's motive and support it with evidence.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 2 of 36 · Prepare Cluster · Module 2 · slide 7 of 10

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

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

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

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

“Look at what the character does, then ask why the character does it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Compared several sources and did not stop at the first one. This shows Lucia wanted accurate information.

CHOOSE C. She wants to check each story carefully. She stops repeating the story and checks several sources for accuracy. A is an Opposite trap. B is a Too narrow trap.

SHOW Comparing several sources shows Lucia wants to find the accurate version instead of accepting the first story.

OWN Lucia wants to question interesting stories before believing them. She wonders how many stories sounded true only because they were interesting.

DEFEND Wrong motive for a true action. Lucia really compared sources, but the story shows she cared about accuracy, not embarrassing Eli.

YOUR TURN Answers vary. One example: Lucia wants to check stories before believing them. Proof: They compared several sources instead of stopping after the first one.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inference

TEKS 5.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere.”

What can the reader infer about Lucia from the clues Lucia notices in the excerpt?

- A** Lucia wants to believe stories before she checks them.
- B** Lucia wants to question only stories about cookies.
- C** Lucia questions stories to avoid doing classwork.
- D** Lucia wants to question stories before she believes them.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inference

TEKS 5.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing an answer because it repeats a word from the excerpt instead of matching Lucia's motive.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A Lucia wants to believe stories before she checks them.**
Opposite trap. Lucia questions stories that sound true because they are interesting.
- B Lucia wants to question only stories about cookies.**
Too narrow trap. She wonders about other stories, not only stories about cookies.
- C Lucia questions stories to avoid doing classwork.**
Wrong motive for a true action trap. Lucia questions stories, but the excerpt supports checking their accuracy, not avoiding classwork.
- D Lucia wants to question stories before she believes them. Correct.**
She wonders whether stories only sounded true because they were interesting, so she is thinking about checking them.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inference

TEKS 5.6(F) · Inference · Week 2 of 36 · Prepare Cluster · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what students mean from their words and actions.

I can use dialogue clues plus what I know to make a smart inference.

I can check each answer against the passage before I choose it.

THIS WEEK’S FOCUS

Inferencing

from “The Fifth-Grade Cookie Commission”

An **inference** is an idea the author does not say directly, but dialogue clues help prove it. STAAR asks: **What does the dialogue in this part of the text suggest about the students? Watch for Misreads a detail, Not in the text, and True but not the answer.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing

TEKS 5.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will make inferences from what characters say. Their dialogue gives clues about what they think, feel, and understand.”

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

“We will practice a STAAR question pattern and check every answer against the passage.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how dialogue can reveal an idea the author does not state directly.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice dialogue clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the dialogue suggest about the students?** Find the clue words.

"We're in charge of dessert?"

I CAN | I can notice words that help me infer what speakers think or feel.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice dialogue clues."

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

"Listen to the question. The students cannot believe they may help choose the dessert."

▶ Read the sentence twice. Students underline *We're in charge* and add a note about surprise.

ANSWER KEY: The students are surprised and eager to help choose.

CHECK FOR UNDERSTANDING

Ask what the question shows about the students.

COMMON MISCONCEPTION

Students may say the students are already in charge. The dialogue shows they are surprised by the idea.

POSSIBLE STUDENT QUESTION

Why does a question give us a clue?
The question shows what the students are thinking.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what response would show the students were not surprised or excited.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the dialogue supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader conclude about the students?** Pick the answer the dialogue supports.

"You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation."

- A** The students must listen before they decide • **B** The students can decide the plan by themselves • **C** The students refuse to make any recommendations

I CAN | I can compare choices and choose the inference proved by the speakers' words.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 3 of 36 • Prepare Cluster • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"The students are learning that a good plan needs more than one opinion."

▶ *Students choose the best inference, then explain which words support it.*

ANSWER KEY: A. The students must listen before they decide.

CHECK FOR UNDERSTANDING

Ask which words show the students need to listen to others.

COMMON MISCONCEPTION

Students may choose that one student can decide alone. The assignment requires different viewpoints.

POSSIBLE STUDENT QUESTION

How do I reject a choice? Ask whether the dialogue proves the whole choice.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why hearing different viewpoints could improve the plan.

TODAY'S THINKING JOB

SHOW

"I can show how dialogue supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which dialogue detail best supports the idea that the students are willing to change their plans? Explain how.**

"So we survey before ordering," Eli said."

I CAN | I can explain how a speaker's words prove what the students understand.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Eli's words show the group is ready to use new evidence to improve the plan."

▶ *Have students underline survey before ordering and add because to each explanation.*

ANSWER KEY: Eli suggests using surveys before ordering, so the students are willing to change their plan.

CHECK FOR UNDERSTANDING

Ask students to finish: This shows they can change because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is the reason important? It shows the students learned from the problem.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what new plan the students could make from this evidence.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the students most likely understand about making decisions?** Write an inference and one proof.

"It meant everybody had a chance to be heard before we made the decision."

I CAN | I can use dialogue to explain what the students understand about making a decision.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Jordan's answer gives us a clue about the lesson the class learned."

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

ANSWER KEY: They understand that a fair decision lets everyone be heard.

CHECK FOR UNDERSTANDING

Ask a student to share the proof for the inference.

COMMON MISCONCEPTION

Students may write that everyone got exactly what they wanted. The passage says that did not happen.

POSSIBLE STUDENT QUESTION

How can I tell if my inference goes too far? Make sure the dialogue supports every part.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the students' thinking changed from the beginning.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Everyone got exactly the dessert they wanted.** Explain why it is a trap and name the trap.

"So having a voice didn't mean everyone got exactly what they wanted?"

I CAN | I can use dialogue to explain why a tempting answer is not supported.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"The trap repeats a real idea about having a voice but changes what the passage means."

▶ *Students name the trap and use the sentence to disprove the wrong answer.*

ANSWER KEY: Misreads a detail. Having a voice meant being heard, not getting exactly what you wanted.

CHECK FOR UNDERSTANDING

Ask which words disprove the wrong answer.

COMMON MISCONCEPTION

Students may accept the answer because everyone had a chance to speak. Speaking did not guarantee getting a preferred dessert.

POSSIBLE STUDENT QUESTION

Why is this a Misreads a detail trap? It changes being heard into getting what you want.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a True but not the answer choice about the proposal.

Make an inference on your own.

Go back to the reading. What does the dialogue suggest about how the students make decisions? Write your inference and copy one sentence that proves it.

Go back to the reading.
What does the dialogue suggest about how the students make decisions?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the students and prove it with dialogue.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

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

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

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

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

“Write the inference first. Then copy the exact dialogue that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The students are surprised and eager to help choose.

CHOOSE A. The students must listen before they decide. The assignment requires the students to hear different viewpoints before presenting a plan. B is a Misreads a detail trap. C is an Opposite trap.

SHOW Eli suggests using surveys before ordering, so the students are willing to change their plan.

OWN They understand that a fair decision lets everyone be heard. The proof is that everybody had a chance to be heard before the decision.

DEFEND Misreads a detail. The dialogue says having a voice did not mean everyone got exactly what they wanted. It meant everybody had a chance to be heard.

YOUR TURN Answers vary. One example: The students learn to use evidence instead of personal wants. Proof: We needed information.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inference

TEKS 5.6(F) · Inference · Week 3 of 36 · Prepare Cluster · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“By lunch, fifth grade had political parties. Eli founded Cookies for All.”

What does the dialogue in this part of the text suggest about the students?

- A** They let Eli alone decide all dessert choices.
- B** They form groups around different dessert ideas.
- C** They do not care about the dessert choices.
- D** They focus only on Eli's cookie idea.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inference

TEKS 5.6(F) · Inference · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong answer because it follows one small detail but misses 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.

The answer is B.

- A They let Eli alone decide all dessert choices.**
Misreads a detail trap. Eli founded one party, but the students do not give him the only decision.
- B They form groups around different dessert ideas. Correct.**
The passage shows political parties forming around dessert ideas, and later names cookie, cupcake, and banana groups.
- C They do not care about the dessert choices.**
Opposite trap. The students form parties and share strong ideas about dessert.
- D They focus only on Eli's cookie idea.**
Too narrow trap. It notices Eli's group but ignores the other student groups and ideas.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can tell when the text states a fact and when I make an inference.

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

I can check each answer for proof before I choose it.

THIS WEEK'S FOCUS

Inferencing

from “The Fifth-Grade Cookie Commission”

Inference vs. stated fact: An **inference** is an idea the author does not state directly, but the story supports with clues. STAAR asks: **Which statement is an inference supported by the story rather than a stated fact?** Watch for traps such as **Stated fact**, **not an inference**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing

TEKS 5.6(F) • Inferencing • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will make inferences from The Fifth-Grade Cookie Commission. An inference is an idea the story supports without saying it directly.”

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

“We will also separate stated facts from inferences and name traps that sound right but are not the best answer.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how a stated fact differs from an inference.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which words show that the class expected something unusual?** Find the clue words.

"That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess."

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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"The text does not directly state that the class expected something unusual. The clue words help us infer it."

▶ *Read the two sentences twice. Students underline suspicious and rarely arrived to announce an extra recess.*

ANSWER KEY: The clue words show the class expected something unusual.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that create suspicion.

COMMON MISCONCEPTION

Students may copy only the fact that Principal Bennett carried a clipboard. They must explain what the clues suggest.

POSSIBLE STUDENT QUESTION

Is suspicious the whole inference? No. It is a clue that supports the inference.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the clue words make the reader expect.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader conclude about the students' preferences?** Pick the answer the text proves.

"The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote."

- A** Everyone preferred chocolate chip cookies • **B** The survey offered only two choices • **C** Students had different dessert preferences

I CAN | I can choose the inference that fits the story's clues.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 4 of 36 • Prepare Cluster • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a supported inference."

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

"The numbers are stated facts. Our job is to make a supported idea from those facts."

► *Students choose the best inference and explain which vote results support it.*

ANSWER KEY: C. Students had different dessert preferences.

CHECK FOR UNDERSTANDING

Ask students to point to the vote results that support the correct choice.

COMMON MISCONCEPTION

Students may choose that cookies were the only popular treat. The survey shows other choices received votes too.

POSSIBLE STUDENT QUESTION

Why is a conclusion different from a fact? A conclusion is an idea we build from facts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the vote results suggest about the class.

TODAY'S THINKING JOB

SHOW

"I can show how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that the commission needed more than a popularity vote? Explain how it proves the inference.

"The first survey showed popularity. The second survey explained reasons."

I CAN | I can explain how a detail proves an idea that the author does not state directly.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"A detail becomes strong evidence when I connect it to the inference with because."

▶ *Have students complete: This supports the inference because the second survey...*

ANSWER KEY: The second survey gave reasons, so the commission needed more than vote totals.

CHECK FOR UNDERSTANDING

Ask a student to finish the sentence:
This proves the commission needed more information because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

Why is the second survey important? It explains the reasons behind the choices.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what decision might be harder without the second survey.

TODAY'S THINKING JOB

OWN

"I can make and support my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Jordan by the end of the story?** Write your inference and one piece of proof.

"Jordan considered this. Then he took another bite."

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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Jordan's change is not stated in one label. The story shows his thinking change when he considers evidence and takes another bite."

▶ *Students write one inference about Jordan and copy one sentence that proves it.*

ANSWER KEY: Jordan is willing to reconsider his opinion.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write that Jordan likes cookies. That idea is too simple and does not explain how his thinking changed.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported?
I can point to Jordan considering the evidence and taking another bite.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Jordan did after Tessa asked him to find evidence about the oatmeal cookie.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The first survey showed popularity.** Explain why it is a trap and name the trap.

"The first survey showed popularity. The second survey explained reasons."

I CAN | I can use the text to explain why a stated fact is not the best inference.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This choice sounds connected to the story, but it only repeats a fact stated directly in the text."

▶ *Students name the trap and underline the words that show the choice is stated directly.*

ANSWER KEY: Stated fact, not an inference. The first survey showed popularity.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the choice is stated directly, then explain why it is not an inference.

COMMON MISCONCEPTION

Students may choose a true sentence because it uses important story words. A stated fact can be true and still not answer an inference question.

POSSIBLE STUDENT QUESTION

Why is this trap especially tempting? It is true and uses important survey words, but it simply repeats a stated fact.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a different answer that is true but not the best inference.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about the Cookie Commission's final recommendation? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about the Cookie Commission's final recommendation?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inferencing

TEKS 5.6(F) · Inferencing · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

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

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

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

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

“Make the inference, then point to the exact words that prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The clue words are suspicious and rarely arrived to announce an extra recess. These clues suggest that something unusual may happen.

CHOOSE C. Students had different dessert preferences. The votes were split among five choices, so students had different dessert preferences. A is an Opposite trap. B is a Misreads a detail trap.

SHOW The second survey gave reasons for students' choices, so vote totals alone were not enough. The commission needed more information.

OWN Jordan is willing to reconsider his opinion. He first thought there might be a problem with the oatmeal cookie, but after Tessa asked for evidence, he considered her point and took another bite.

DEFEND Stated fact, not an inference. The sentence tells a fact directly. It does not explain what the commission inferred from using the surveys, costs, and viewpoints.

YOUR TURN Answers vary. One example: The recommendation tried to include different student needs. Proof: Their proposal included: a rotating Friday treat; a safe alternative each week; a monthly student preference survey; estimated costs; and a system for Ms. Ruiz to adjust quantities using previous choices.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.”

Which statement is an inference supported by the story rather than a stated fact?

- A** The class learned to listen and investigate before deciding.
- B** Strong choices require speaking, listening, and investigation.
- C** The class chose without listening to different viewpoints.
- D** Dessert was the only important issue they needed to consider.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Inference

TEKS 5.6(F) · Inference · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the stated fact because it repeats words from the excerpt instead of making a supported inference.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is A.

The class learned to listen and investigate before deciding. Correct.

- A** The excerpt says strong choices happen when people listen and investigate, and the story shows the class using those actions before deciding.

Strong choices require speaking, listening, and investigation.

- B** Stated fact, not an inference trap. The excerpt directly states that strong choices happen when people speak, listen, and investigate. The choice repeats that stated idea instead of inferring what the class learned.

The class chose without listening to different viewpoints.

- C** Opposite trap. The class listened to different viewpoints and gathered information before deciding.

Dessert was the only important issue they needed to consider.

- D** Too broad trap. Dessert was one issue, but the story also considers cost, health needs, student choices, and different viewpoints.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer why tension grew by connecting history clues.

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

I can check choices for traps that sound true but have the wrong reason.

THIS WEEK'S FOCUS

Inferencing

from “From Tension to Revolution”

This week's focus is **Inferring causes in history**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why tension grew between the colonists and Britain?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer why tension grew between the colonists and Britain. An inference is an idea the text proves without saying it directly.”

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

“Each day we will find clues, choose the best inference, show evidence, and defend against traps that sound right but fail.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how a cause clue can help us infer why a historical conflict grew.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about a cause."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why tension grew between the colonists and Britain?** Find the clue words.

"To recover money, Parliament placed new taxes on the colonies."

I CAN | I can notice the words that help me infer why tension grew.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words about a cause."

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

"Look for the action and the reason behind it. Parliament placed taxes because Britain wanted to recover money."

▶ *Read the sentence twice. Students underline recover money and new taxes.*

ANSWER KEY: Britain wanted money and placed taxes on the colonies.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the cause.

COMMON MISCONCEPTION

Students may underline colonies only. The best clue shows why the action happened.

POSSIBLE STUDENT QUESTION

Why do the taxes matter? They gave colonists a reason to feel upset with Britain.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what feeling the taxes could create in the colonies.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why tension grew between the colonists and Britain?** Pick the answer the text proves.

"Colonists strongly opposed this law because they had no representatives in Parliament."

A Britain gave colonists a voice in Parliament • **B** Colonists felt the taxes were unfair without a voice • **C** Colonists wanted to become soldiers for Britain

I CAN | I can choose the inference that best connects the law to growing tension.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"The sentence gives both an action and a reason. Colonists opposed the law because they had no voice in Parliament."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: B. Colonists felt the taxes were unfair without a voice.

CHECK FOR UNDERSTANDING

Ask students to name the words that show why colonists opposed the law.

COMMON MISCONCEPTION

Students may choose an answer about the war because the war is mentioned. The question asks why tension grew.

POSSIBLE STUDENT QUESTION

What makes a choice strong? It must connect to the reason in the passage.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how having no representatives could make a law feel unfair.

TODAY'S THINKING JOB

SHOW

"I can show how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that unfair taxes increased tension?** Explain how it proves the inference.

"They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation.""

I CAN | I can explain how a detail proves that unfair taxes increased tension.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"Do not just repeat the detail. Explain how the words connect to the inference."

▶ *Students circle unfair and without a voice. Invite them to finish: This increased tension because...*

ANSWER KEY: Colonists saw the taxes as unfair because they had no voice.

CHECK FOR UNDERSTANDING

Ask a student to explain why without a voice matters.

COMMON MISCONCEPTION

Students may say only that the phrase was created. They must explain what the phrase shows.

POSSIBLE STUDENT QUESTION

Why is this evidence better than just naming the Stamp Act? It explains why colonists opposed the law.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what other detail in the passage shows colonists resisted British control.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why colonists resisted British control?** Write an inference and one piece of proof.

"Instead of ending the conflict, these actions brought the colonies closer together."

I CAN | I can connect a historical action to its effect and prove my thinking.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should go one step beyond the sentence. Then prove it with exact words from the passage."

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

ANSWER KEY: British actions united the colonies instead of ending the conflict.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write that Britain helped the colonies. The sentence shows unity against the conflict, not friendly help.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I should be able to point to words that connect the action and its effect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how unity could make the colonists stronger.

TODAY'S THINKING JOB

DEFEND

"I can explain why a tempting answer is wrong."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Colonists dumped tea into Boston Harbor because they wanted to help British soldiers.** Explain why it is a trap and name the trap.

"During this protest, colonists dumped tea into Boston Harbor."

I CAN | I can defend an answer by checking both the action and its motive.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can explain why a tempting answer is wrong."

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

"This answer gets the action right but gives the wrong reason. That is the featured trap this week."

▶ Students name the trap and explain the true action and unsupported motive.

ANSWER KEY: Wrong motive for a true action. The tea dumping was a protest, not help for soldiers.

CHECK FOR UNDERSTANDING

Ask students to name the action and the unsupported motive.

COMMON MISCONCEPTION

Students may accept the answer because the tea dumping is true. A true action can still have a false reason.

POSSIBLE STUDENT QUESTION

Why is this trap tricky? It uses a real event but changes why the event happened.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a different motive that the passage does not support.

Make your own inference.

Go back to the passage. Answer: What can the reader infer about why tension grew between the colonists and Britain? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about why tension grew between the colonists and Britain?

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

I CAN | I can infer a cause in history and support it with exact evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing

TEKS 5.6(F) · Inferencing · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

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

 ~5 min

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

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

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

“Write the cause you infer, then copy the exact words that prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Recover money and new taxes. Britain needed money, so Parliament taxed the colonies. Those taxes gave colonists a reason to feel upset with Britain.

CHOOSE B. Colonists felt the taxes were unfair without a voice. The words no representatives and unfair show that colonists felt shut out of decisions. A is an Opposite trap. C is a Not in the text trap.

SHOW The words unfair and without a voice show that colonists believed Britain was treating them unfairly. That belief increased anger and tension.

OWN The colonists became more united because British punishments did not end the conflict. The passage says these actions brought the colonies closer together.

DEFEND Wrong motive for a true action. The colonists really did dump tea into Boston Harbor, but the passage says it was a protest. It does not say they wanted to help British soldiers.

YOUR TURN Answers vary. One example: Colonists became angry because Britain taxed them without giving them a voice. Proof: They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.”

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.”

What can the reader infer about why tension grew between the colonists and Britain?

- A** Britain taxed the colonies to celebrate gaining land after the war.
- B** Britain taxed the colonies to recover money after the war.
- C** Britain's land gain gave colonists more freedom after the war.
- D** Britain held peaceful meetings with colonists after the war.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Check whether a choice gives the right reason, twists a true detail, disagrees with the passage, or adds an idea the passage never gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

Britain taxed the colonies to celebrate gaining land after the war.

- A** Wrong motive for a true action trap. Britain did place taxes, but the passage says the reason was recovering money from debt.

Britain taxed the colonies to recover money after the war. Correct.

- B** Great Britain had significant debt after the war, so Parliament placed new taxes to recover money. Colonists then opposed a law because they had no representatives.

Britain's land gain gave colonists more freedom after the war.

- C** Misreads a detail trap. The passage says Great Britain gained land, but it does not say that colonists gained more freedom.

Britain held peaceful meetings with colonists after the war.

- D** Not in the text trap. The passage does not say that Britain held peaceful meetings with colonists.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 5 of 36 · Cluster 1 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a result by connecting what happened to what happened next.

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

I can check choices for answers that stretch the text too far.

THIS WEEK'S FOCUS

Inferencing

from “From Tension to Revolution”

An **inference from cause and result** is an idea I figure out by connecting an event to its effect. STAAR asks: **What can the reader infer from the events described in this part of the text?** Watch for **Overgeneralization, too broad, Not in the text, and Misreads a detail.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will make inferences by connecting causes to results in the history passage.”

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

“We will notice clues, choose supported ideas, show evidence, make our own inferences, and defend against trap answers.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how a cause and result work together to support an inference.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice cause and result clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer from the events described in this part of the text?** Find the clue words that show a cause and result.

"Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation.""

I CAN | I can notice words that connect an event to its result.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice cause and result clues."

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

"Look for words that explain why something happened and what happened because of it."

▶ *Read the sentences twice. Students underline because, unfair, and led to.*

ANSWER KEY: The tax felt unfair because colonists had no voice.

CHECK FOR UNDERSTANDING

Ask students to point to the cause and the result.

COMMON MISCONCEPTION

Students may name only the tax. The inference must connect the tax to the colonists' response.

POSSIBLE STUDENT QUESTION

How do I know which clue matters?
Choose the words that explain why the result happened.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what this response might lead colonists to do next.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer from the events described in this part of the text?** Pick the answer the text proves.

"This protest showed that many colonists were willing to take bold action. In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

- A** Every colonist joined the bold protest against Britain. • **B** Colonists no longer needed Britain for their protection. • **C** Many colonists were willing to take bold action.

I CAN | I can connect the colonists' actions to the result they caused.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"The protest caused Britain to punish the colonies, but it also showed growing resistance."

▶ *Students choose the best inference and name the trap in one wrong choice.*

ANSWER KEY: C. Many colonists were willing to take bold action.

CHECK FOR UNDERSTANDING

Ask which words prove the colonists were willing to take bold action.

COMMON MISCONCEPTION

Students may choose an answer about every colonist. Check whether the text says many or every.

POSSIBLE STUDENT QUESTION

Why is dumping tea important? It shows resistance to British control.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what result followed the protest.

TODAY'S THINKING JOB

SHOW

"I can show how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that colonists were becoming more resistant?** Explain how the detail proves it.

"Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water. This protest showed that many colonists were willing to take bold action."

I CAN | I can explain how a detail from the text proves an inference.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"Do not just repeat the detail. Explain how the action proves the inference."

▶ *Students complete: This supports the inference because...*

ANSWER KEY: Hiding their identities and dumping tea showed bold resistance.

CHECK FOR UNDERSTANDING

Ask students to use because to connect the action to the inference.

COMMON MISCONCEPTION

Students may say only that tea was in the harbor. They must connect the action to resistance.

POSSIBLE STUDENT QUESTION

Why does hiding matter? It shows the colonists knew the action was risky.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Britain responded to the protest.

TODAY'S THINKING JOB

OWN

"I can make and support my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the colonies after Britain punished them?** Write your inference and one proof from the text.

"Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston."

I CAN | I can connect an event, its result, and evidence from the text.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

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

~4 min

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

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

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

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

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

ANSWER KEY: Britain's punishment brought the colonies closer together.

CHECK FOR UNDERSTANDING

Ask students to read their proof and explain the result.

COMMON MISCONCEPTION

Students may say the acts ended the conflict. The text says the opposite.

POSSIBLE STUDENT QUESTION

How do I avoid guessing? Make sure the passage gives proof for your idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing an inference with proof. Keep the demand at this level.

RAISE THE THINKING

Ask why one colony's problem became every colony's problem.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Intolerable Acts took away every right from every colonist.** Explain why it is a trap and name the trap.

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for."

I CAN | I can use exact evidence to explain why an inference is too broad.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This answer stretches a true idea too far. Limited rights does not mean every right for every colonist."

▶ *Students circle too broad and write the exact evidence that limits the claim.*

ANSWER KEY: Overgeneralization, too broad. The passage gives specific punishments, not every right for every colonist.

CHECK FOR UNDERSTANDING

Ask students which words make the wrong answer too broad.

COMMON MISCONCEPTION

Students may accept the answer because the acts were harsh. Harsh does not mean every right was removed.

POSSIBLE STUDENT QUESTION

What makes an answer too broad? It uses words like every when the text gives only some examples.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claim is too broad. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace every with a more accurate word.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the colonies after Britain punished them? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about the colonies after Britain punished them?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the colonies and support it with text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing

TEKS 5.6(F) · Inferencing · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

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

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

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

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

“Connect what happened to what happened next, then prove your inference with exact words.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE No representatives and unfair taxes caused colonists to oppose the law and speak out.

CHOOSE C. Many colonists were willing to take bold action. The protest showed that many colonists were willing to take bold action. A is an Overgeneralization, too broad trap. B is a Not in the text trap.

SHOW The colonists hid their identities and threw tea into the water, showing they were willing to take a bold risk to resist British control.

OWN Britain's punishment brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston.

DEFEND Overgeneralization, too broad. The text says the acts limited their rights and gives specific punishments, but it does not say every right was taken from every colonist.

YOUR TURN Answers vary. One example: The colonies became more united. Proof: Colonists in different places sent food, supplies, and support to Boston.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water.”

What can the reader infer from the events described in this part of the text?

- A** Every colonist joined this bold protest against Britain.
- B** Colonists wanted to help Britain sell its tea.
- C** The protest ended the conflict with Britain forever.
- D** Many colonists were willing to take bold action.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first answer because the word every makes the claim sound powerful, even though the text says many.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is D.

- A Every colonist joined this bold protest against Britain.**
Overgeneralization, too broad trap. The text supports a claim about many colonists, not every colonist.
- B Colonists wanted to help Britain sell its tea.**
Opposite trap. The colonists dumped the tea and organized resistance against British control.
- C The protest ended the conflict with Britain forever.**
Opposite trap. The passage says the actions did not end the conflict. Instead, they brought the colonies closer together.
- D Many colonists were willing to take bold action. Correct.**
They organized resistance, dumped tea, and hid their identities during the protest.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can notice clues that show how Nyla changes her thinking.

I can make an inference about Nyla and support it with proof.

I can check choices for answers that sound right but are not supported.

THIS WEEK'S FOCUS

Inferencing

from “The Ocean Lesson”

Inferring a character's change: An **inference** is an idea the text helps me figure out. This week I will infer how Nyla changes after watching the turtles and orcas. STAAR asks: **What can the reader infer about the main character by the end of the story?** I will watch for **Not in the text**, **Opposite**, and **Plausible but unsupported** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing

TEKS 5.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer how Nyla changes after watching sea turtles and orcas. An inference is an idea the text proves without saying it exactly.”

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

“Each day we will notice clues, choose the best inference, show proof, write our own inference, and defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 1 Module 3 . a class or student copy of "The Ocean Lesson" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference about Nyla must be supported by the passage.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about Nyla's thinking."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Nyla by the end of the story?** Find the clue words.

"Nyla understood what the guide meant. The turtles were not moving quickly, and they were not strong compared with many animals around them."

I CAN | I can notice words that show how Nyla begins to understand the turtles.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing • Monday

TEKS 5.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a clue about Nyla's thinking."

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

"Nyla is not just watching. She is beginning to understand what the turtles show her."

► *Read the sentences twice. Students underline "understood what the guide meant" and "not moving quickly."*

ANSWER KEY: Nyla begins to understand the turtles' determination.

CHECK FOR UNDERSTANDING

Ask which words show that Nyla is learning a lesson.

COMMON MISCONCEPTION

Students may choose words about the beach instead of words about Nyla's thinking.

POSSIBLE STUDENT QUESTION

How do I know this is a clue about Nyla? The words tell what she understands.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Nyla may understand more clearly later.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Nyla by the end of the story?** Pick the answer the text proves.

"Nyla noticed that they did not swim randomly. Their movements seemed connected, almost like they were following a plan."

A She understands animals can use different behaviors to survive. • **B** She plans to study both animals again the next day. • **C** She thinks animal behavior never changes over time.

I CAN | I can choose the best inference about Nyla and avoid answers the text does not support.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Look for the choice that matches what Nyla learns from both animals."

▶ *Students choose privately. Then they explain which words support their choice.*

ANSWER KEY: A. She understands animals can use different behaviors to survive.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show Nyla is comparing animal behaviors.

COMMON MISCONCEPTION

Students may choose that Nyla plans to study both animals again the next day. The idea sounds possible, but the text does not support it.

POSSIBLE STUDENT QUESTION

Why is one choice best? It explains Nyla's new understanding of both animals.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how Nyla's thinking moves from one animal to two kinds of behavior.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Nyla understands both instinct and learning?** Explain how it proves the inference.

"The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time."

I CAN | I can explain how exact details prove what Nyla has learned.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Strong evidence does more than name an animal. It connects the two animals to Nyla's new idea."

▶ *Have students underline instinct and learning and complete: This proves Nyla understands...*

ANSWER KEY: The comparison shows two different ways animals survive.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Nyla changed because...

COMMON MISCONCEPTION

Students may copy the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why compare both animals? The comparison shows the new lesson Nyla learned.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why one animal example alone would be weaker evidence.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Nyla by the end of the story?** Write your inference and one piece of proof.

"By the end of the day, Nyla had learned that animal behavior is not always the same. A tiny turtle and a giant orca may live in the ocean, but they use different behaviors to survive."

I CAN | I can write an inference about Nyla's change and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should explain Nyla's change, not just repeat a fact about turtles or orcas."

▶ *Students write one inference and copy one sentence or phrase that proves it.*

ANSWER KEY: Nyla understands that animals use different behaviors to survive.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and then the proof.

COMMON MISCONCEPTION

Students may write that Nyla likes animals. That does not explain her change.

POSSIBLE STUDENT QUESTION

How can I tell if my inference is too broad? Make sure it names Nyla's new understanding.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain how the aquarium changed Nyla's thinking.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Nyla should train the turtles to move toward the ocean.** Explain why it is a trap and name the trap.

"They did not need an older turtle to show them the way. They did not wait for someone to teach them how to move toward the ocean."

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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This answer may sound helpful, but the passage gives no reason to train the turtles. They already have the behavior they need."

▶ *Students name the trap and underline the words that show the turtles do not need teaching.*

ANSWER KEY: Plausible but unsupported. The turtles already know what to do.

CHECK FOR UNDERSTANDING

Ask which exact words show that training is unnecessary.

COMMON MISCONCEPTION

Students may accept the answer because training animals sounds reasonable. Reasonable is not the same as supported.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It sounds helpful, but the text never says Nyla should train them.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an unsupported idea. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another plausible but unsupported answer about Nyla.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Nyla by the end of the story? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Nyla by the end of the story?

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

I CAN | I can make an inference about Nyla's change and prove it with the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing

TEKS 5.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

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

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

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

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

“Write what Nyla learns. Then copy the exact sentence that proves your idea.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The clue words are "understood what the guide meant" and "did not give up." They show that Nyla begins to see how slow turtles can keep moving and survive.

CHOOSE A. She understands animals can use different behaviors to survive. Nyla compares the turtles and orcas and sees that their behaviors develop differently. B is a Plausible but unsupported trap. C is an Opposite trap.

SHOW The detail compares the two animals. It shows that turtles use instinct while orcas learn with help from their pod, so Nyla understands two ways animals survive.

OWN Nyla understands that different animals use different behaviors to survive. Proof: "A tiny turtle and a giant orca may live in the ocean, but they use different behaviors to survive."

DEFEND Plausible but unsupported. The passage says the turtles already knew what to do, so it gives no reason for Nyla to train them.

YOUR TURN Answers vary. One example: Nyla understands that different animals survive in different ways. Proof: Nyla realized that survival could look different for different animals.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing

TEKS 5.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group.”

What can the reader infer about the main character by the end of the story?

- A** Nyla plans to study both animals again the next day.
- B** Nyla thinks all animals use only instinct to survive.
- C** Nyla understands that animals can use different behaviors to survive.
- D** Nyla studies only behaviors that are present from birth.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a word or sounds reasonable without checking the full evidence.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is C.

- A Nyla plans to study both animals again the next day.**
Plausible but unsupported trap. The passage does not say Nyla plans to study the animals again.
- B Nyla thinks all animals use only instinct to survive.**
Opposite trap. The passage says that orcas rely on learning and teamwork, not only instinct.
- C Nyla understands that animals can use different behaviors to survive. Correct.**
The excerpt contrasts behaviors present from birth with behaviors that develop through practice.
- D Nyla studies only behaviors that are present from birth.**
Word match trap. The excerpt mentions behaviors present from birth, but it also says other behaviors develop through practice.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing

TEKS 5.6(F) · Inferencing · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in the passage.

I can use the best sentence to prove my thinking.

I can avoid answers that are true but do not support the inference.

THIS WEEK'S FOCUS

Inferencing

from “The Ocean Lesson”

Supporting an inference: An **inference** is an idea the author does not say directly, but clues in the text support it. STAAR asks: **Which sentence best supports the inference that the main character learns from the ocean?** This week we will watch for **True detail, not support, Not in the text, and Opposite** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences about what Nyla learns from the ocean animals. An inference is an idea the passage supports without saying it in the exact same words.”

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

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

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 1 Module 4 . a class or student copy of "The Ocean Lesson" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a true detail may still be weak support.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clues that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence best supports the inference that the main character learns from the ocean?** Find the clue words.

"Nyla realized that survival could look different for different animals."

I CAN | I can find exact words that show what the main character learns.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing • Monday

TEKS 5.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

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

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

"Look for words that show a new idea in Nyla's thinking. The word realized is a strong clue."

► Read the sentence twice. Students underline realized and could look different.

ANSWER KEY: Nyla realized that survival can differ.

CHECK FOR UNDERSTANDING

Ask students to point to the word that shows new understanding.

COMMON MISCONCEPTION

Students may choose ocean or animals alone. Those words do not show what Nyla learned.

POSSIBLE STUDENT QUESTION

Why is realized a clue? It shows that Nyla understood something new.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what Nyla realized about the turtles and orcas.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Nyla?** Pick the answer the text proves.

"Both types of behavior helped animals survive in their environments, even though they developed in different ways."

A She studies the turtles every single morning • **B** She thinks that orcas never learn anything • **C** She understands that animals survive in different ways

I CAN | I can compare choices and select the inference proved by the passage.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 8 of 36 • Cluster 1 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Use the sentence to decide what Nyla understands. Check each choice against the whole passage."

▶ Students choose an answer, then explain which words support it.

ANSWER KEY: C. She understands that animals survive in different ways.

CHECK FOR UNDERSTANDING

Ask students to name the proof words for the correct choice.

COMMON MISCONCEPTION

Students may choose an answer only because it mentions turtles. The answer must explain Nyla's thinking.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the orcas add to Nyla's understanding.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which sentence best supports the inference that the main character learns from the ocean? Explain how it proves the inference.

"Both are important because both increase an animal's chances of survival."

I CAN | I can explain how the best detail proves what the main character learns.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

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

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

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

"The best evidence connects directly to the inference. It tells why both behaviors matter."

▶ *Have students complete: This supports the inference because...*

ANSWER KEY: Both behaviors help animals survive.

CHECK FOR UNDERSTANDING

Ask a student to explain the connection using because.

COMMON MISCONCEPTION

Students may copy the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Can a true detail be weak evidence?
Yes. It must connect to the idea in the question.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which earlier detail shows the two behaviors are different.

TODAY'S THINKING JOB

OWN

"I can make and support my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does Nyla most likely learn from watching the turtles and orcas?** Write your inference and one piece of proof.

"By the end of the day, Nyla had learned that animal behavior is not always the same."

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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should state the lesson. Then use one exact sentence to prove your thinking."

► Students write an inference and copy one proof sentence on the OWN row.

ANSWER KEY: Animals survive in different ways. Proof: By the end of the day, Nyla had learned that animal behavior is not always the same.

CHECK FOR UNDERSTANDING

Ask students to read their inference and proof to a partner.

COMMON MISCONCEPTION

Students may write only that Nyla saw turtles and orcas. That is a detail, not the lesson.

POSSIBLE STUDENT QUESTION

How can I tell if my inference is too big? Check whether the passage gives proof for every part.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why Nyla compares the turtles and orcas.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Nyla learns that turtles move toward the ocean.** Explain why it is a trap and name the trap.

"Instinct helps an animal act right away, while learning helps an animal improve over time."

I CAN | I can explain why a true detail does not best support the inference.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"The wrong answer is true, but it is too small for the inference. Find the sentence that shows the bigger lesson."

▶ *Students name the trap and explain why the answer does not support the full inference.*

ANSWER KEY: True detail, not support. The answer is true but misses the larger lesson.

CHECK FOR UNDERSTANDING

Ask students to name the larger lesson in the sentence.

COMMON MISCONCEPTION

Students may accept the answer because the passage says turtles move toward the ocean. A true detail may still be weak support.

POSSIBLE STUDENT QUESTION

Why is this a trap if it is true? It does not prove the whole inference about what Nyla learned.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write another true detail that does not support the full inference.

Make an inference on your own.

Go back to the passage. What can the reader infer about Nyla's thinking at the end of the day? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Nyla's thinking?
Write your inference. Then copy one sentence that proves it.

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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inferencing

TEKS 5.6(F) · Inferencing · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

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

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

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

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

“Write the inference first. Then copy the exact sentence that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The words survival could look different show that Nyla learned animals do not all survive in the same way.

CHOOSE C. She understands that animals survive in different ways. Nyla compares turtle instinct with orca learning, so she understands that animals can survive in different ways. A is a Not in the text trap. B is an Opposite trap.

SHOW The detail says both behaviors help animals survive. This supports the inference because Nyla learned that different behaviors can help animals survive.

OWN Nyla learns that animals survive in different ways. Proof: By the end of the day, Nyla had learned that animal behavior is not always the same.

DEFEND True detail, not support. Nyla does learn that turtles move toward the ocean, but this detail does not show the larger lesson about instinct and learning.

YOUR TURN Answers vary. One example: Nyla understands that different animals use different behaviors to survive. Proof: Nyla realized that survival could look different for different animals.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group. Instinct helps an animal act right away, while learning helps an animal improve over time.”

Which sentence best supports the inference that the main character learns from the ocean?

- A** Nyla realized that turtles moved toward the sea right away.
- B** Nyla realized that all animals were born with survival behaviors.
- C** Nyla realized that sea stars migrated across the ocean every year.
- D** Nyla realized that survival could look different for different animals.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the turtle choice because it repeats a true detail but does not support the full inference.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCE

The answer is D.

Nyla realized that turtles moved toward the sea right away.

- A** True detail, not support trap. This is true, but it gives only one example and does not support the larger inference about different survival behaviors.

Nyla realized that all animals were born with survival behaviors.

- B** Opposite trap. The passage explains that some behaviors are learned through practice, especially in orcas, so not all survival behaviors are present at birth.

Nyla realized that sea stars migrated across the ocean every year.

- C** Not in the text trap. The passage mentions sea stars in an aquarium tank, but it does not say they migrate across the ocean every year.

Nyla realized that survival could look different for different animals. Correct.

- D** This sentence states Nyla's new understanding after she compares turtle instinct with orca learning. It directly shows what she learns from the ocean animals.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Inference

TEKS 5.6(F) · Inference · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues from the passage to make a smart inference.

I can explain why Spain built missions by using proof from the text.

I can check choices for traps that use a true detail for the wrong reason.

THIS WEEK'S FOCUS

Inferencing

from “Spanish Rule in Early Texas”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why Spain built missions in early Texas?** This week we will watch for **Wrong motive for a true action**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Inferencing

TEKS 5.6(F) • Inferencing • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will make inferences about why Spain built missions in early Texas. An inference is an idea the text supports with clues.”

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

“We will notice clues, choose the best inference, show proof, write our own inference, and defend against a trap answer.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain why a true detail can still support a wrong answer.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about Spain's goals."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why Spain built missions in early Texas?** Find the clue words.

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

I CAN | I can notice exact words that help me infer why Spain built missions.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words about Spain's goals."

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

"The clue words name Spain's goals. The next sentence tells what Spain built to reach those goals."

▶ *Read the sentence twice. Students underline expand, spread, and protect.*

ANSWER KEY: Spain wanted to expand, spread religion, and protect its land.

CHECK FOR UNDERSTANDING

Ask students to point to one goal Spain had.

COMMON MISCONCEPTION

Students may name only one goal and forget that the question asks why Spain built missions.

POSSIBLE STUDENT QUESTION

How do the goals help me infer the purpose? They tell what Spain hoped the missions would help accomplish.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which goal is most connected to the mission's religious work.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why Spain built missions in early Texas?** Pick the answer the text proves.

"To reach these goals, they built missions and presidios across the region."

A Spain built missions to help Native Americans keep traditions • **B** Spain built missions to spread Catholicism and control the land • **C** Spain built missions to find gold and silver in Texas

I CAN | I can choose the best inference and reject answers that use details the text does not support.

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 9 of 36 • Cluster 2 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"The sentence connects Spain's goals to the settlements it built. Use that connection to choose."

▶ *Students choose an answer, then explain which clue supports it.*

ANSWER KEY: B. Spain built missions to spread Catholicism and control the land.

CHECK FOR UNDERSTANDING

Ask students to name the proof words in the sentence.

COMMON MISCONCEPTION

Students may choose an answer about every settlement. The question asks about the purpose of missions.

POSSIBLE STUDENT QUESTION

Why is a true detail not always the answer? It must explain the reason asked in the question.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to connect one goal to one mission purpose.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that Spain built missions to change life in early Texas? Explain how it proves the inference.

"At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building."

I CAN | I can explain how a specific detail proves an inference about the missions.

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Inferencing • Wednesday

TEKS 5.6(F) • Inferencing • Week 9 of 36 • Cluster 2 • Module 1 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

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

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

"Evidence must do more than repeat a detail. Tell how the detail proves the inference."

▶ Have students underline transfer, customs, and skills. Ask them to finish: This proves the missions changed life because...

ANSWER KEY: Transferring Spanish customs and skills shows the missions changed daily life.

CHECK FOR UNDERSTANDING

Ask a student to explain what was transferred.

COMMON MISCONCEPTION

Students may say only that missionaries taught skills. They must connect the detail to changing life.

POSSIBLE STUDENT QUESTION

Why do customs matter? Customs are ways people live, so transferring them could change daily life.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which other sentence shows missions changed people's lives.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why Spain built missions in early Texas?** Write your inference and one piece of proof.

"Their main goal was to convert Native Americans to Catholicism."

I CAN | I can write an inference about the missions and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Your inference should answer why Spain built missions. Then use a sentence that proves your thinking."

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

ANSWER KEY: Spain built missions to spread Catholicism and influence Native American life.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy a fact without making an inference. The inference should explain the mission's purpose.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to words about converting people or transferring customs.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to add how the missions affected Native American life.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Spain built missions so Native Americans could keep their traditions.** Explain why it is a trap and name the trap.

"Their main goal was to convert Native Americans to Catholicism."

I CAN | I can use a sentence from the text to explain why a tempting answer has the wrong motive.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This answer uses a true action from the passage, but it gives that action the wrong motive. The mission's stated goal was conversion."

▶ *Students name the trap and cite the sentence that disproves the student's reason.*

ANSWER KEY: Wrong motive for a true action. Spain's goal was conversion, not helping Native Americans keep traditions.

CHECK FOR UNDERSTANDING

Ask students to name whose action was keeping traditions and whose goal was conversion.

COMMON MISCONCEPTION

Students may accept the answer because the passage says some people tried to keep traditions. That does not explain Spain's motive.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It uses a real detail, but it changes who wanted the action and why.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a tempting answer is wrong. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another answer that uses a true detail for the wrong motive.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why Spain built missions in early Texas? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about why Spain built missions in early Texas?
Write your inference. Then copy one sentence that proves it.

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

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

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

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

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

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

“Answer the why question. Then use the exact words that prove the mission's 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.

Answers, across the five thinking levels.

NOTICE Expand their empire, spread the Catholic religion, and protect their land. These goals explain why Spain built missions.

CHOOSE B. Spain built missions to spread Catholicism and control the land. The passage says Spain wanted to spread Catholic religion and protect its land, then built missions to reach those goals. A is a Wrong motive for a true action trap. C is a Not in the text trap.

SHOW The missionaries transferred Spanish customs and skills. This shows the missions helped change how people lived and worked.

OWN Spain built missions to spread Catholicism and influence Native American life. Proof: Their main goal was to convert Native Americans to Catholicism.

DEFEND Wrong motive for a true action. Some Native Americans tried to keep their traditions, but that was their response, not Spain's reason for building missions.

YOUR TURN Answers vary. One example: Spain built missions to spread Catholicism and influence life in Texas. Proof: Their main goal was to convert Native Americans to Catholicism.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.”

What can the reader infer about why Spain built missions in early Texas?

- A** Spain built missions to spread Catholicism and control the land.
- B** Spain built missions to help Native Americans keep traditions.
- C** Spain built missions to protect land after other countries left.
- D** Spain built missions to teach farming and cooking skills.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference

TEKS 5.6(F) · Inference · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it repeats a true detail without explaining Spain's purpose.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

Spain built missions to spread Catholicism and control the land. Correct.

- A** The passage names spreading Catholic religion and protecting Spanish land as goals, then says Spain built missions to reach those goals.

Spain built missions to help Native Americans keep traditions.

- B** Wrong motive for a true action trap. Some Native Americans tried to keep traditions, but that was not Spain's reason for building missions.

Spain built missions to protect land after other countries left.

- C** Opposite trap. Spain wanted to protect its land from other countries, so other countries were a concern, not already gone.

Spain built missions to teach farming and cooking skills.

- D** Misreads a detail trap. Farming and cooking were skills missionaries transferred, not the main reason Spain built missions.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how different groups viewed Spanish rule.

I can use clues to compare accepting and resisting.

I can check every answer against the passage.

THIS WEEK'S FOCUS

Inferencing

from “Spanish Rule in Early Texas”

Week focus: **Inferring two points of view**. An **inference** is an idea the text supports without saying it directly. STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** This week we will watch for **Opposite of the evidence**, **Not in the text**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer how American Indian groups viewed Spanish rule. We will use clues that show acceptance and resistance.”

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

“We will compare points of view, prove our thinking with exact evidence, and defend against trap answers.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference differs from a fact stated directly.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about different views."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** Find the clue words.

"Some accepted this new way of life, but others resisted and tried to keep their traditions."

I CAN | I can notice words that show two points of view.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice clue words about different views."

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

"Look for words that show agreement or disagreement. Accepted and resisted point in different directions."

▶ *Read the sentence twice. Students underline accepted, resisted, and keep their traditions.*

ANSWER KEY: Accepted and resisted show different views.

CHECK FOR UNDERSTANDING

Ask students to point to one word showing acceptance and one showing resistance.

COMMON MISCONCEPTION

Students may choose only resisted and miss that some people accepted the new way of life.

POSSIBLE STUDENT QUESTION

Why do we need both sides? Both sides help us infer that views were different.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding words that show two views. Keep the demand at this level.

RAISE THE THINKING

Ask what larger idea these clue words support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** Pick the answer the text proves.

"Native Americans, however, did not all respond in the same way."

A They had different views of Spanish rule • **B** They all accepted Spanish rule • **C** They moved to Spain for new lives

I CAN | I can compare choices and select the inference supported by the clues.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"The sentence tells us the groups responded differently. Choose the answer that matches that idea."

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

ANSWER KEY: A. They had different views of Spanish rule.

CHECK FOR UNDERSTANDING

Ask which words prove the groups had different views.

COMMON MISCONCEPTION

Students may choose that every group rejected Spanish rule because the passage mentions conflict.

POSSIBLE STUDENT QUESTION

Could one answer be too strong? Yes. The passage says some accepted, so not everyone rejected it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name the clue that rules out every group rejecting Spanish rule.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that American Indian groups had different views of Spanish rule? Explain how it proves the inference.

"Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life."

I CAN | I can explain how two parts of a detail prove different points of view.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"The best evidence shows both sides. Listen for some and many."

▶ *Students circle some, but, and many. Ask them to complete: This proves different views because...*

ANSWER KEY: Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life.

CHECK FOR UNDERSTANDING

Ask students to explain what some and many show.

COMMON MISCONCEPTION

Students may repeat only that people learned skills without explaining the contrast.

POSSIBLE STUDENT QUESTION

Why is but important? It connects two different responses.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the detail shows only acceptance, only resistance, or both.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** Write your inference and one piece of proof.

"Native Americans, however, did not all respond in the same way."

I CAN | I can explain two points of view and use exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference · Thursday

TEKS 5.6(F) · Inference · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should compare the groups. Then use a detail that proves one or both views."

▶ *Students write one inference and copy one exact sentence or phrase as proof.*

ANSWER KEY: Their views were different. Some accepted the new way of life, while others resisted and tried to keep their traditions.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write that all groups followed Spanish rules. The passage says Native Americans did not all respond in the same way.

POSSIBLE STUDENT QUESTION

How can I make my inference stronger? Name both the accepting and resisting responses.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what caused tension between groups.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **All American Indian groups accepted Spanish rule.** Explain why it is a trap and name the trap.

"Some accepted this new way of life, but others resisted and tried to keep their traditions."

I CAN | I can use exact evidence to explain why a tempting answer is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This answer sounds simple, but all is too strong. The passage gives two different responses."

▶ Students underline some and others resisted. Then they name the trap and explain the mistake.

ANSWER KEY: Opposite of the evidence. Others resisted, so all did not accept Spanish rule.

CHECK FOR UNDERSTANDING

Ask which words disprove all accepted.

COMMON MISCONCEPTION

Students may focus on some accepted and ignore the words others resisted.

POSSIBLE STUDENT QUESTION

Why is all a warning word? One group that resisted makes all accepted incorrect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a trap that says all groups resisted.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how American Indian groups viewed Spanish rule? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about how American Indian groups viewed Spanish rule?

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

I CAN | I can compare two points of view and prove my inference with the text.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

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

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

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

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

“Compare both responses, then copy the exact sentence that proves your inference.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Accepted, resisted, and keep their traditions. These words show that American Indian groups did not all view Spanish rule the same way.

CHOOSE A. They had different views of Spanish rule. Did not all respond in the same way shows that their views were different. B is an Opposite of the evidence trap. C is a Not in the text trap.

SHOW Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life. The words some and many show different responses to Spanish rule.

OWN American Indian groups had different views of Spanish rule. Some accepted the new way of life, while others resisted and tried to keep their traditions.

DEFEND Opposite of the evidence. The sentence says some accepted, but others resisted and tried to keep their traditions. The student answer says all accepted.

YOUR TURN Answers vary. One example: American Indian groups had different views of Spanish rule. Proof: Some accepted this new way of life, but others resisted and tried to keep their traditions.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Some accepted this new way of life, but others resisted and tried to keep their traditions.”

What can the reader infer about how American Indian groups viewed Spanish rule?

- A** They all accepted Spanish rule.
- B** Some groups tried to keep their traditions.
- C** They moved to Spain for new lives.
- D** They had different views of Spanish rule.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference

TEKS 5.6(F) · Inference · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong answer because it uses only one response, changes the evidence, or adds a detail not in 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.

The answer is D.

- A They all accepted Spanish rule.**
Opposite of the evidence trap. The excerpt says others resisted.
- B Some groups tried to keep their traditions.**
True but not the answer trap. It describes one group, but the best answer compares both points of view.
- C They moved to Spain for new lives.**
Not in the text trap. The excerpt does not say they moved to Spain.
- D They had different views of Spanish rule. Correct.**
The excerpt says some accepted the new way of life, while others resisted and tried to keep their traditions.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use details from daily life to make a smart inference.

I can connect what the text says with what I already know.

I can check that my inference is supported by proof from the passage.

THIS WEEK'S FOCUS

Inferencing

from “A Harvest to Remember”

Inferring from details of daily life means using clues to understand an idea the author does not say directly. STAAR asks: **Based on this part of the text, what can the reader infer about the harvest?** This week we will watch for **Goes beyond the text**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Inferencing

TEKS 5.6(F) • Inferencing • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from details of daily life. An inference is an idea the passage supports without saying it directly.”

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

“Each day we will notice clues, choose the best inference, show proof, write our own inference, and defend against a trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 3 . a class or student copy of "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a harvest detail can prove a bigger idea about daily life.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about the harvest."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on this part of the text, what can the reader infer about the harvest?** Find the clue words.

"A productive harvest meant they had gathered enough crops to feel more prepared for the future."

I CAN | I can notice details that support an inference about daily life.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Look for the words that tell what the harvest changed for the Pilgrims."

▶ *Read the sentence twice. Students underline enough crops and more prepared for the future.*

ANSWER KEY: Enough crops helped the Pilgrims feel more prepared.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the harvest helped them feel more prepared.

COMMON MISCONCEPTION

Students may choose only the word harvest. The clue includes what the harvest did.

POSSIBLE STUDENT QUESTION

Why do I need more than the word harvest? The other words explain its effect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the Pilgrims could do because they had enough crops.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on this part of the text, what can the reader infer about the harvest?** Pick the answer the text proves.

"A productive harvest meant they had gathered enough crops to feel more prepared for the future."

A The harvest guaranteed a successful future for every Pilgrim. • **B** The harvest helped them feel more prepared for the future. • **C** The harvest came before the Pilgrims grew enough food.

I CAN | I can choose the best inference and avoid choices the text does not support.

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 11 of 36 • Cluster 2 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"The best answer explains how the harvest helped after a hard year."

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

ANSWER KEY: B. The harvest helped them feel more prepared for the future.

CHECK FOR UNDERSTANDING

Ask which words prove the Pilgrims felt more prepared.

COMMON MISCONCEPTION

Students may choose that the harvest guaranteed success for everyone. The passage supports feeling prepared, not a guarantee.

POSSIBLE STUDENT QUESTION

Why is the guarantee answer a Goes beyond the text trap? It claims more than the passage proves.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what changed from the first winter to the harvest.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that** the harvest made the Pilgrims feel more prepared? Explain how it proves it.

"A productive harvest meant they had gathered enough crops to feel more prepared for the future."

I CAN | I can explain how exact details prove an inference about daily life.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"Strong evidence does more than repeat the answer. It shows how the harvest changed daily life."

▶ *Students underline enough crops and more prepared for the future, then connect them with because.*

ANSWER KEY: Gathering enough crops helped the Pilgrims feel prepared.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves they were more ready because...

COMMON MISCONCEPTION

Students may say only that the harvest was productive. They must explain what that meant.

POSSIBLE STUDENT QUESTION

Why is enough food important? It helped the Pilgrims feel ready for the future.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what daily problem enough food helped solve.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on this part of the text, what can the reader infer about how the Pilgrims felt after the harvest?** Write your inference and one piece of proof.

"After the hardships of the first year, this harvest gave them a reason to feel thankful."

I CAN | I can write an inference about feelings and support it with passage evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should name a feeling and explain which detail supports it."

▶ *Students write one inference and copy one sentence or phrase that proves it.*

ANSWER KEY: They felt thankful because their hard work and the help they received led to a productive harvest.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write that the Pilgrims felt happy without connecting it to the harvest.

POSSIBLE STUDENT QUESTION

How can I tell if my inference is supported? I should be able to point to words in the passage.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the harvest connected their hard work to their feelings.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The harvest gave every Pilgrim a perfect life forever.** Explain why it is a trap and name the trap.

"The Pilgrims were still facing challenges, but the harvest gave them hope."

I CAN | I can use the text to explain why a tempting answer goes too far.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This answer sounds positive, but it adds an idea the passage never proves."

▶ *Students circle every, perfect, and forever, then write the trap name and proof.*

ANSWER KEY: Goes beyond the text. They still faced challenges.

CHECK FOR UNDERSTANDING

Ask students which words show the wrong answer goes too far.

COMMON MISCONCEPTION

Students may accept the answer because the harvest gave them hope. Hope does not mean every problem ended.

POSSIBLE STUDENT QUESTION

Why is this not just a wrong detail? It adds a huge claim about every Pilgrim and forever.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a smaller inference that the text does support.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how the Pilgrims solved problems? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how the Pilgrims solved problems?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about daily life and prove it with text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

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

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

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

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

“Write the inference, then point to the exact words that support it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The clue shows that the Pilgrims gathered enough crops and felt more prepared for the future.

CHOOSE B. The harvest helped them feel more prepared for the future. They gathered enough crops, which made them feel more prepared for the future. A is a Goes beyond the text trap. C is an Opposite trap.

SHOW The Pilgrims gathered enough crops, so they felt more prepared for the future.

OWN The Pilgrims felt thankful after the harvest. It showed that their hard work and the help they received had made a difference.

DEFEND Goes beyond the text. The passage says the Pilgrims still faced challenges, so it does not prove that life became perfect forever.

YOUR TURN Answers vary. One example: The Pilgrims solved problems by learning and working with others. Proof: However, when people shared knowledge and helped one another, the work became easier.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant they had gathered enough crops to feel more prepared for the future.”

Based on this part of the text, what can the reader infer about the harvest?

- A** The harvest guaranteed a successful future for every Pilgrim.
- B** The harvest helped them feel more prepared for the future.
- C** The harvest came before the Pilgrims grew enough food.
- D** The harvest included berries and nuts from nearby land.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference

TEKS 5.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds hopeful or repeats a word without checking the whole idea.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is B.

The harvest guaranteed a successful future for every Pilgrim.

- A** Goes beyond the text trap. The passage supports feeling prepared and having hope, not a guaranteed future for every Pilgrim.

The harvest helped them feel more prepared for the future. Correct.

- B** They gathered enough crops, which made them feel more prepared for the future.

The harvest came before the Pilgrims grew enough food.

- C** Opposite trap. The Pilgrims grew enough food before they had the harvest.

The harvest included berries and nuts from nearby land.

- D** Not in the text trap. This part of the text does not mention berries or nuts as part of the harvest.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference

TEKS 5.6(F) · Inference · Week 11 of 36 · Cluster 2 · Module 3 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by using clues from the passage.

I can support my inference with two details from the text.

I can check that my evidence proves the answer, not just sounds true.

THIS WEEK'S FOCUS

Inferencing

from “A Harvest to Remember”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **Which two details best support the inference that the community depended on the harvest?** This week we will watch for **True detail**, **not support**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

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

“This week we will make inferences about A Harvest to Remember. We will use clues from the passage to understand why the harvest mattered.”

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

“We will practice finding two details that support one inference. We will also spot a True detail, not support trap.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 2 Module 4 . a class or student copy of "A Harvest to Remember" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a detail must prove the inference, not just be true.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clues that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which two details best support the inference that the community depended on the harvest?** Find the clue words.

"This was a big change from the hunger and sickness they had faced during the winter. The harvest showed that their hard work had made a difference."

I CAN | I can find exact words that show why the harvest mattered.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"Look for the change from hunger and sickness to a harvest that helped people."

▶ *Read the sentences twice. Students underline hunger and sickness, harvest, and hard work.*

ANSWER KEY: The harvest mattered because it followed hunger and sickness.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may choose only the word harvest. They need the words that explain why it mattered.

POSSIBLE STUDENT QUESTION

Why does the winter clue help? It shows what the harvest helped the people overcome.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the harvest changed for the people.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the celebration?** Choose the idea the text supports.

"It was a way to give thanks for the harvest and the help they had received. This celebration was not only about eating."

A The celebration was only about eating and sharing food. • **B** The celebration honored a successful trip across the ocean. • **C** The celebration gave thanks for the harvest and the help.

I CAN | I can choose the strongest inference and avoid answers that only use one detail.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"The best inference explains why the celebration mattered, not just what people did."

▶ *Students choose an inference, then name the clue words that support it.*

ANSWER KEY: C. The celebration gave thanks for the harvest and the help.

CHECK FOR UNDERSTANDING

Ask which words show the purpose of the celebration.

COMMON MISCONCEPTION

Students may choose an answer about eating because the passage mentions food. That answer is too narrow.

POSSIBLE STUDENT QUESTION

How do I know an inference is strong?
The important words in the text support it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain why eating alone is not the main idea.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that people depended on the land for food?** Explain how it proves the inference.

"People used what the land provided because that was what they had. They could not go to a grocery store to buy ingredients."

I CAN | I can connect the words in a detail to the inference it proves.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"Evidence must connect directly to the inference. Tell how the detail proves it."

▶ *Students complete: This supports the inference because...*

ANSWER KEY: They depended on the land because they had to use what it provided.

CHECK FOR UNDERSTANDING

Ask students to explain why the grocery store detail matters.

COMMON MISCONCEPTION

Students may copy the detail without explaining the connection.

POSSIBLE STUDENT QUESTION

Why is the grocery store detail important? It shows the people had to get food from the land.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what would happen if the land did not provide enough food.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the community after the harvest?** Write an inference and support it with two details.

"The harvest became a sign of hope after a difficult year."

I CAN | I can write my own inference and use two details that prove it.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Your inference should go beyond the exact words, but your two details must support it."

▶ *Students write one inference and copy or paraphrase two supporting details.*

ANSWER KEY: The community felt hopeful because the harvest showed progress after hardship.

CHECK FOR UNDERSTANDING

Ask partners to underline the two proof details.

COMMON MISCONCEPTION

Students may write that the celebration happened. That is a fact, not an inference.

POSSIBLE STUDENT QUESTION

How can I tell if my inference goes too far? Check whether two details in the passage support it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the harvest changed the community's feelings.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The gathering lasted for several days.** Explain why it is a trap and name the trap.

"It was a way to give thanks for the harvest and the help they had received."

I CAN | I can explain why a true detail does not support the inference.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A detail can be true and still fail to prove the answer. Check what the question asks."

▶ Students name the trap and explain why the length of the gathering is not proof of dependence on the harvest.

ANSWER KEY: True detail, not support. Several days does not prove the community depended on the harvest.

CHECK FOR UNDERSTANDING

Ask students to name the trap and give a stronger detail.

COMMON MISCONCEPTION

Students may choose the answer because the passage says the gathering lasted several days.

POSSIBLE STUDENT QUESTION

Can a true detail be a trap? Yes. It must also support the inference.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to replace the trap with a detail that proves dependence.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the community's harvest? Write your inference and copy two details that support it.

Go back to the reading.
What can the reader infer about the community's harvest?
Write your inference. Then give two details that support it.

I CAN | I can make an inference and support it with two details from the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

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

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

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

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

“Write the inference first. Then find two details that prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **Hunger and sickness, harvest, and hard work.**
These clues show that the harvest brought food after a hard winter.

CHOOSE **C.** The celebration gave thanks for the harvest and the help. The people gave thanks for the harvest and the help they received. A is a Misreads a detail trap. B is a Not in the text trap.

SHOW **The people used what the land provided because they had no grocery store.** This shows they depended on the land for food.

OWN **The community became more hopeful after surviving a difficult year.** The harvest provided food, and the celebration helped them recognize how far they had come.

DEFEND **True detail, not support.** The gathering did last several days, but this sentence shows that the celebration's purpose was to give thanks for the harvest and help.

YOUR TURN **Answers vary.** One example: The harvest was important for the community's survival. Details: Some people became weak from hunger, and others became ill. A productive harvest meant that the crops had grown well enough to provide food for the people.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inferencing

TEKS 5.6(F) · Inferencing · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant that the crops had grown well enough to provide food for the people.”

Which two details best support the inference that the community depended on the harvest?

A The celebration lasted several days, and people shared food together.

B The Pilgrims planted apple trees, and they sold fruit to travelers.

C The crops grew poorly, and they did not provide enough food.

D The crops grew well, and the harvest provided food for the people.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference

TEKS 5.6(F) · Inference · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it mentions a true event instead of showing how the harvest supported the 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.

INFERENCE

The answer is D.

The celebration lasted several days, and people shared food together.

- A** True detail, not support trap. The length of the celebration and shared food do not show that the harvest provided needed food.

The Pilgrims planted apple trees, and they sold fruit to travelers.

- B** Not in the text trap. The passage does not say that the Pilgrims planted apple trees or sold fruit to travelers.

The crops grew poorly, and they did not provide enough food.

- C** Opposite trap. The excerpt says the crops grew well enough to provide food.

The crops grew well, and the harvest provided food for the people. Correct.

- D** The crops grew well, and they provided food for the people. Together, these details show the harvest supplied what people needed.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Inference

TEKS 5.6(F) · Inference · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how the speaker views rights.

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

I can avoid answers that only match a word in the lines.

THIS WEEK'S FOCUS

Inferencing

from “Our Rights, Our Voices”

An **inference** is an idea the poem supports without saying it directly. STAAR asks: **What do lines 1 and 2 suggest about how the speaker views rights?** This week we will watch for **Word association from the lines**, **Not in the text**, and **Opposite** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Inferencing

TEKS 5.6(F) • Inferencing • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer how the speaker views rights. We will use clues from the poem to support our thinking.”

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

“We will also spot trap answers, especially answers that connect to a word in the lines but do not match the full idea.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 1 . a class or student copy of "Our Rights, Our Voices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated directly.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about rights."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker views rights?** Find the clue words.

"Long ago, when a nation was new, Leaders asked, "What should we do?""

I CAN | I can notice clue words that help me infer the speaker's view.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

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

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

"The leaders ask what the new nation needs. That clue helps us infer why rights were written down."

▶ *Read the sentence twice. Students underline "nation was new" and "What should we do?"*

ANSWER KEY: The leaders needed a plan for a new nation.

CHECK FOR UNDERSTANDING

Ask students what the leaders needed to decide for the new nation.

COMMON MISCONCEPTION

Students may think the lines only tell when the event happened.

POSSIBLE STUDENT QUESTION

Why does the question matter? It shows the leaders were deciding what a new nation needed.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what the leaders might have wanted their plan to do.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker views rights?** Pick the inference the poem proves.

"They wrote down rights to make things fair, So people's freedoms would be there."

A Rights make life fair and protect people's freedoms • **B** Rights help people choose leaders in elections • **C** Rights make life less fair and limit freedoms

I CAN | I can choose the best inference and avoid choices that only sound connected.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

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

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

"Look for the choice that matches both "make things fair" and "freedoms.""

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

ANSWER KEY: A. Rights make life fair and protect people's freedoms.

CHECK FOR UNDERSTANDING

Ask which two words support the correct inference.

COMMON MISCONCEPTION

Students may choose a choice because it mentions rights, even if it changes the idea.

POSSIBLE STUDENT QUESTION

How do I know a choice is supported? The important words in the choice must match the poem's meaning.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain why a word match is not enough.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the speaker views rights as protections?** Explain how the detail proves it.

"These rights protect us every day, And help guide laws in every way."

I CAN | I can explain how exact words from the poem prove my inference.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

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

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

"The word "protect" directly supports the idea that rights keep people safe."

▶ *Students circle "protect us" and "guide laws," then explain the connection.*

ANSWER KEY: "Protect us" and "guide laws" show that rights help safeguard people and shape laws.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves rights are protections because...

COMMON MISCONCEPTION

Students may repeat the line without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

Why is "guide laws" useful evidence? It shows rights affect how rules are made.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how this detail expands the meaning of rights.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the speaker most likely believe about rights?** Write your inference and one piece of proof.

"The Ninth reminds us rights still exist, Even ones not on the list."

I CAN | I can make my own inference and prove it with exact words from the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference · Thursday

TEKS 5.6(F) · Inference · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should go beyond the words, but your proof must come from the poem."

▶ *Students write one inference and copy one piece of proof on the OWN row.*

ANSWER KEY: Rights continue beyond the written list. Proof: "rights still exist" and "not on the list."

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may write a fact instead of an inference.

POSSIBLE STUDENT QUESTION

How can I check my inference? Ask whether the poem gives clear proof for it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether the speaker thinks rights are limited to the list.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker views rights as only numbers on a list.** Explain why it is a trap and name the trap.

"These rights protect us every day, And help guide laws in every way."

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

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"This trap notices the list, but it misses what the rights do."

▶ Students name the trap and use the sentence to disprove the answer.

ANSWER KEY: Word association from the lines. Rights protect people and guide laws, so they are not only numbers.

CHECK FOR UNDERSTANDING

Ask students which words disprove "only numbers."

COMMON MISCONCEPTION

Students may accept the answer because the poem names rights by number.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? The poem uses numbers, but that is not the speaker's whole view.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to create another answer based only on one repeated word.

Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about why rights were written down? Copy one sentence that proves it.

Go back to the reading.
**What can the reader infer about why rights
were written down?**
**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference and support it with proof from the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

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

 ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The leaders were deciding what a new nation needed. This suggests the speaker sees rights as part of building a fair nation.

CHOOSE A. Rights make life fair and protect people's freedoms. The words "make things fair" and "freedoms" support the idea that rights make life fair and protect people's freedoms. B is a Not in the text trap. C is an Opposite trap.

SHOW The words "protect us" show that rights help keep people safe. The words "guide laws" show that rights help shape laws.

OWN The speaker believes rights are important and continue beyond the rights listed. The poem says rights still exist, even ones not on the list.

DEFEND Word association from the lines. The poem lists rights by number, but it also says rights protect people and guide laws, so they are more than numbers.

YOUR TURN Answers vary. One example: Rights were written down to make life fair and protect freedoms. Proof: They wrote down rights to make things fair, So people's freedoms would be there.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“They wrote down rights to make things fair, So people’s freedoms would be there.”

What do lines 1 and 2 suggest about how the speaker views rights?

- A** The speaker views rights as protections that make life fair.
- B** The speaker views rights as traditions taught by families.
- C** The speaker views rights as ideas people should ignore.
- D** The speaker views rights as words people should copy.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds related to the excerpt without matching its full meaning.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

The speaker views rights as protections that make life fair. Correct.

- A** The words “make things fair” and “people’s freedoms would be there” show that rights support fairness and protect freedoms.

The speaker views rights as traditions taught by families.

- B** Not in the text trap. The excerpt does not say rights are traditions taught by families. It says rights make things fair and protect freedoms.

The speaker views rights as ideas people should ignore.

- C** Opposite trap. The excerpt says rights make things fair and protect freedoms, so it does not show that people should ignore them.

The speaker views rights as words people should copy.

- D** Word association from the lines trap. The excerpt says rights were written down, but it focuses on fairness and freedoms, not copying words.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 13 of 36 · Cluster 3 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by using clues from the poem.

I can explain how the poem's words support my thinking.

I can check choices for traps that the poem does not prove.

THIS WEEK'S FOCUS

Inferencing

from “Our Rights, Our Voices”

An **inference** is an idea the poem does not say directly, but its clues support. STAAR asks: **What can the reader infer about why the speaker believes every voice matters?** This week we will watch for **Goes beyond the text**, **Not in the text**, and **Opposite** traps.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Inferencing

TEKS 5.6(F) • Inferencing • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we are learning to make inferences from the poem Our Rights, Our Voices. An inference is an idea the poem supports without saying it directly.”

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

“Each day we will practice the STAAR question, What can the reader infer about why the speaker believes every voice matters? We will also defend against trap answers.”

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

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 2 . a class or student copy of "Our Rights, Our Voices" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a clue can prove an idea the poem does not say directly.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why the speaker believes every voice matters?** Find the clue words.

"Each amendment has an important role. Together they help protect the whole."

I CAN | I can find exact words that help prove an inference from a poem.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Inferencing • Monday

TEKS 5.6(F) • Inferencing • Week 14 of 36 • Cluster 3 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

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

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

"Look for words that tell what the amendments do. Important role and protect the whole point to their purpose."

► *Read the lines twice. Students underline important role and protect the whole.*

ANSWER KEY: Important role and protect the whole show that the amendments work together to protect everyone.

CHECK FOR UNDERSTANDING

Ask a student to point to the two clue phrases.

COMMON MISCONCEPTION

Students may choose only the word important. The best clue also shows what the amendments do.

POSSIBLE STUDENT QUESTION

Why do I need more than one clue?
One word may not prove the whole inference.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what bigger idea these clues support.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why the speaker believes every voice matters?** Pick the answer the poem proves.

**"The First says you can speak your mind, Practice religion of any kind,
Write your thoughts and gather too, And transmit ideas as others do."**

A Only leaders may share ideas • **B** Every voice always changes laws • **C** People need freedom to share ideas

I CAN | I can choose the strongest inference and avoid answers the poem does not support.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

⌚ ~4 min

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

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

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

"The speaker lists several freedoms for sharing thoughts and ideas. Use that list to choose the best inference."

▶ *Students choose privately. Then they explain which words support their choice.*

ANSWER KEY: C. People need freedom to share ideas.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words for the correct choice.

COMMON MISCONCEPTION

Students may choose an answer about changing laws. The poem says rights guide laws, but it does not promise that every voice changes a law.

POSSIBLE STUDENT QUESTION

How do I know an answer goes too far?
Check whether the poem actually proves every part of it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name a trap for each wrong choice.

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that every voice matters because people can share ideas? Explain how it proves the inference.

"The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do."

I CAN | I can explain how exact words from the poem prove my inference.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

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

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

"Do not just repeat the detail. Explain how the detail proves the idea in the question."

▶ *Have students complete: This proves every voice matters because...*

ANSWER KEY: The First protects several ways to speak and share ideas.

CHECK FOR UNDERSTANDING

Ask a student to explain why "transmit ideas" is important evidence.

COMMON MISCONCEPTION

Students may say only that people have rights. They must connect the detail to voices and ideas.

POSSIBLE STUDENT QUESTION

What makes evidence strong? It directly proves the idea asked about.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which other right in the poem supports fairness.

TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the speaker believes every voice matters?** Write your inference and one piece of proof.

"When people learn these rights at school, They better understand each rule. Knowing freedoms, big and small, Helps us respect the rights of all."

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

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Your inference should go one step beyond the words, but the proof must keep you close to the poem."

▶ *Students write one inference and copy one sentence or line pair that supports it.*

ANSWER KEY: Every voice deserves respect because the rights protect all people.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy the lines without making an inference. Remind them to explain what the lines show.

POSSIBLE STUDENT QUESTION

How do I know my inference is safe?
Make sure the poem has words that support every part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how learning rights could change the way people treat one another.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker believes only government leaders should make decisions.** Explain why it is a trap and name the trap.

"They remind the government what it can do, While protecting the rights of me and you."

I CAN | I can use the poem to explain why a tempting answer is not supported.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

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

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

"This answer adds an idea the poem does not prove. The rights protect people as well as guiding the government."

▶ *Students write the trap name and copy the words that disprove the answer.*

ANSWER KEY: Goes beyond the text. The poem protects me and you, not only leaders.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and point to the proof.

COMMON MISCONCEPTION

Students may accept the answer because the government is mentioned. A word match does not make the whole answer correct.

POSSIBLE STUDENT QUESTION

Why is this not just Not in the text? It makes a larger claim that goes beyond what the poem supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a safer inference about the government's role.

Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about why the speaker believes every voice matters? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

What can the reader infer about why the speaker believes every voice matters?

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

I CAN | I can make an inference and prove it with exact words from the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

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

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

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

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

“Write your inference first. Then copy the exact words that prove it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Important role and protect the whole. These words show that the amendments work together to protect everyone.

CHOOSE C. People need freedom to share ideas. The First protects speaking, writing, gathering, and transmitting ideas. A is an Opposite trap. B is a Goes beyond the text trap.

SHOW The detail names several ways people can share ideas. This supports the inference that each person's voice matters.

OWN The speaker believes every voice matters because learning about freedoms helps people respect everyone's rights. Proof: Knowing freedoms, big and small, Helps us respect the rights of all.

DEFEND Goes beyond the text. The lines say the rights remind the government what it can do and protect me and you. They do not say only leaders should make decisions.

YOUR TURN Answers vary. One example: Every person deserves freedom and respect. Proof: Knowing freedoms, big and small, Helps us respect the rights of all.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 14 of 36 · Cluster 3 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

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

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

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

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The Bill of Rights has stood the test, Helping our nation do its best. Though many years have passed us by, Its freedoms still reach you and I.”

What can the reader infer about why the speaker believes every voice matters?

- A** The rights protect leaders, but not regular people.
- B** The rights help protect freedom for each person.
- C** The speaker has counted every voice in the nation.
- D** The rights guarantee that every person agrees with them.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the last answer because it sounds positive, even though the excerpt never says everyone agrees.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A** **The rights protect leaders, but not regular people.**
Opposite trap. The excerpt says freedoms reach you and I, not only leaders.
- B** **The rights help protect freedom for each person. *Correct.***
The excerpt says its freedoms still reach you and I, which supports the inference that the rights help protect freedom for each person.
- C** **The speaker has counted every voice in the nation.**
Not in the text trap. The excerpt does not say that the speaker counted every voice in the nation.
- D** **The rights guarantee that every person agrees with them.**
Goes beyond the text trap. The excerpt says its freedoms still reach you and I, but it does not say that the rights guarantee everyone agrees with them.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use stage directions as clues about how characters feel.

I can connect a character's actions to an inference.

I can prove my inference with exact words from the drama.

THIS WEEK'S FOCUS

Inferencing

from “A Voice of Their Own”

An **inference** is an idea I figure out from clues the author gives. This week, STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** I will watch for **Misreads a detail**, **Not in the text**, and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will make inferences from stage directions in a drama. Stage directions give clues about what characters feel.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show the evidence, write our own inference, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 3 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a stage direction can reveal a feeling.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice stage-direction clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** Find the clue words.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

I CAN | I can notice the exact stage-direction words that reveal feelings.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice stage-direction clues."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Stage directions show what characters do, and those actions can give clues about feelings."

▶ *Read the stage directions twice. Students underline more serious now as the strongest feeling clue.*

ANSWER KEY: More serious now shows the characters feel serious.

CHECK FOR UNDERSTANDING

Ask students which words show a change in feeling.

COMMON MISCONCEPTION

Students may focus only on the setting. The strongest feeling clue is more serious now.

POSSIBLE STUDENT QUESTION

What is the strongest feeling clue?
More serious now directly describes the characters.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding feeling clues. Keep the demand at this level.

RAISE THE THINKING

Ask what the characters may be thinking about.

TODAY'S THINKING JOB

CHOOSE

"I can choose the best inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** Choose the inference the text proves.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

- A** They feel playful because the shop is quiet. • **B** They feel serious about self-government. • **C** They feel ready to leave town.

I CAN | I can choose the inference that the stage directions support.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the best inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at both stage directions. The best answer explains the characters' feelings, not just the shop's setting."

▶ *Students choose an answer, then point to more serious now as support.*

ANSWER KEY: B. They feel serious about self-government.

CHECK FOR UNDERSTANDING

Ask which words prove the characters feel serious.

COMMON MISCONCEPTION

Students may choose an answer about the shop because quiet is mentioned. The question asks about the characters.

POSSIBLE STUDENT QUESTION

How do I avoid a trap? Check whether the answer describes the characters' feelings.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what earlier conversation caused this serious feeling.

TODAY'S THINKING JOB

SHOW

"I can show the evidence for an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the characters feel serious?** Explain how it proves the inference.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

I CAN | I can explain how stage directions prove what characters feel.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the evidence for an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Name the exact detail, then explain what it shows about the characters."

▶ *Students copy the words more serious now and complete: This shows they feel serious because...*

ANSWER KEY: More serious now shows the characters feel serious.

CHECK FOR UNDERSTANDING

Ask students to explain how more serious now proves the inference.

COMMON MISCONCEPTION

Students may say only that the shop is quiet. They must choose the detail that describes the characters.

POSSIBLE STUDENT QUESTION

Can one detail support an inference? Yes, when it clearly connects to the characters.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining stage-direction evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what the characters may be thinking about.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** Write your inference and one proof detail.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

I CAN | I can use stage directions to explain a character's feelings.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go beyond the exact words, but your proof must come from the text."

▶ *Students write one feeling inference and quote the words more serious now as proof.*

ANSWER KEY: They feel serious about self-government. Proof: more serious now.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy the stage direction without explaining the feeling it suggests.

POSSIBLE STUDENT QUESTION

What if I write worried? The text most clearly supports serious because it says more serious now.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether the characters' feelings changed from earlier.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **They feel playful because the shop is quiet.** Explain why it is a trap and name the trap.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

I CAN | I can use stage directions to prove why a tempting answer is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap notices a real detail but gives it the wrong meaning."

▶ Students name the trap and circle the detail that disproves the wrong answer.

ANSWER KEY: Misreads a detail. Quiet does not mean playful when the text says more serious now.

CHECK FOR UNDERSTANDING

Ask which words disprove playful.

COMMON MISCONCEPTION

Students may accept the answer because quiet appears in the text. A matching word does not make the whole answer correct.

POSSIBLE STUDENT QUESTION

Why is this a Misreads a detail trap? It uses a real detail, quiet, but gives it the wrong meaning.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a different wrong feeling and explain its trap.

Make an inference on your own.

Go back to the reading. What can the reader infer about Thomas at the end of the scene? Copy one stage direction or line that proves it.

Go back to the reading.
What can the reader infer about Thomas at the end of the scene?
Write your inference. Then copy one detail that proves it.

I CAN | I can make an inference about Thomas and support it with evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Use the stage directions as clues. Then prove your inference with exact words from the drama.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **More serious now.** These words show that the characters feel serious as they discuss self-government.

CHOOSE **B.** They feel serious about self-government. The phrase more serious now directly describes their feelings, and the scene is about self-government. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW The words more serious now directly show that the characters feel serious as they discuss self-government.

OWN The characters feel serious about self-government. Proof: (Both stand facing each other, more serious now.)

DEFEND **Misreads a detail.** The answer uses quiet but ignores more serious now, which shows the characters feel serious, not playful.

YOUR TURN **Answers vary.** One example: Thomas understands self-government better. Proof: THOMAS: I think I understand self-government now.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)”

What do the stage directions in line 12 suggest about the characters' feelings?

- A** The characters feel playful because the shop is quiet.
- B** The characters feel less serious than before.
- C** The characters feel ready to leave town.
- D** The characters feel serious about self-government.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A wrong answer may use a real word from the stage directions but give it the wrong meaning.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

The characters feel playful because the shop is quiet.

- A** Misreads a detail trap. It notices quiet, a setting detail, but gives it a playful meaning even though the stage directions say more serious now.

The characters feel less serious than before.

- B** Opposite trap. The phrase more serious now shows the characters are more serious, not less serious.

The characters feel ready to leave town.

- C** Not in the text trap. The passage does not say the characters plan to leave town.

The characters feel serious about self-government. Correct.

- D** The words more serious now directly show the characters feel serious. The scene's discussion is about self-government.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from a character's words and actions.

I can use exact proof from the drama to support my idea.

I can check choices for traps that go beyond one small clue.

THIS WEEK'S FOCUS

Inferencing

from “A Voice of Their Own”

Inferring from a line of dialogue: An **inference** is an idea the author does not say directly, but the character's words and actions help prove it. STAAR asks: **Read line 21. What does this line suggest about the character?** Watch for **Not in the text**, **Opposite**, and **Overstated from a small detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Inferencing

TEKS 5.6(F) • Inferencing • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer from a character's line of dialogue. An inference is an idea the text supports without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show the proof, write our own inference, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 3 Module 4 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a character's words can reveal thinking.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice words that reveal a character's thinking."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does this line suggest about the character?** Find the clue words in Thomas's question.

"If they've never been here, how do they know what our town needs?"

I CAN | I can notice exact dialogue clues that help me infer what a character thinks.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice words that reveal a character's thinking."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Thomas asks a question, but his question shows a bigger idea. He is thinking about whose opinions should matter."

▶ Read the line aloud. Have students underline *never been here* and *our town needs*.

ANSWER KEY: Thomas questions whether faraway leaders understand local needs.

CHECK FOR UNDERSTANDING

Ask: Which words show Thomas doubts the leaders understand the town?

COMMON MISCONCEPTION

Students may say Thomas is only asking about travel. His question is really about local knowledge and fair decisions.

POSSIBLE STUDENT QUESTION

How can a question be a clue? A character's question can reveal what the character is wondering or believes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding dialogue clues. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas's question suggests he wants leaders to understand.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the dialogue proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does this line suggest about Thomas?** Pick the answer the dialogue proves.

"I never thought about it that way."

- A** He is beginning to change his thinking now • **B** He already understood the issue before today • **C** He will agree with every new idea he hears

I CAN | I can choose the best inference by connecting a character's words to the character's thinking.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 16 of 36 • Cluster 3 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference the dialogue proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Thomas says he never thought about it that way after hearing new ideas. That clue shows his thinking is beginning to change."

▶ *Students choose the best inference, then explain which words support it.*

ANSWER KEY: A. He is beginning to change his thinking now.

CHECK FOR UNDERSTANDING

Ask: Which words show that Thomas is learning something new?

COMMON MISCONCEPTION

Students may choose that Thomas already understood the issue before this conversation. The line shows he is beginning to change his thinking.

POSSIBLE STUDENT QUESTION

Why is learning something new an inference? Thomas does not say his thinking changed, but his words suggest it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas may ask or think about next.

TODAY'S THINKING JOB

SHOW

"I can show how dialogue supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Thomas wants people to have a voice?** Explain how it proves the idea.

"If laws affect everyone, shouldn't everyone have someone to speak for them?"

I CAN | I can explain how a character's exact words prove an inference about the character.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how dialogue supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best evidence does more than mention government. It shows what Thomas believes about who should be heard."

▶ *Have students circle laws affect everyone and someone to speak for them. Ask them to add because.*

ANSWER KEY: Thomas believes everyone affected by laws should have someone speaking for them.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Thomas wants a voice for people because...

COMMON MISCONCEPTION

Students may choose any line about representatives. The evidence must show Thomas's own belief.

POSSIBLE STUDENT QUESTION

Why does the question mark matter? It shows Thomas is thinking deeply about whether people should be represented.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining dialogue evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how Thomas's thinking here connects to his earlier questions.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does this line suggest about Thomas?** Write your inference and one exact proof detail.

"I think I finally understand what self-government means."

I CAN | I can infer a character's understanding and support it with exact dialogue.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the words, but your proof must come from the words."

▶ *Students write what Thomas understands and copy the sentence as proof.*

ANSWER KEY: Thomas has learned what self-government means.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof words.

COMMON MISCONCEPTION

Students may write that Thomas knows everything about government. The passage only shows he understands this idea better.

POSSIBLE STUDENT QUESTION

How do I know my inference is not too big? Make sure every part of it is supported by the dialogue.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas's new understanding may lead him to believe about the future.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Thomas completely understands every part of government now.** Explain why it is a trap and name the trap.

"Although many questions remained, the conversations themselves were changing the way people thought."

I CAN | I can use the text to explain why an inference is overstated.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ► = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

► Read the I can statement aloud, then read the test-style question on the slide.

"This trap takes one small sign of learning and stretches it too far. Look for limits in the text."

► Have students underline many questions remained and explain how it limits the answer.

ANSWER KEY: Overstated from a small detail. Thomas learned an important idea, but many questions remained.

CHECK FOR UNDERSTANDING

Ask: Which words show that Thomas still has more to learn?

COMMON MISCONCEPTION

Students may accept the answer because Thomas says he finally understands. That does not mean he understands everything.

POSSIBLE STUDENT QUESTION

Why is this answer tempting? It uses Thomas's learning, but it makes his learning much bigger than the text supports.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about showing why an inference goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it is fully supported.

Make an inference on your own.

Go back to the reading. What does Thomas's final question suggest about his thinking? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does Thomas's final question suggest about his thinking?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer what a character thinks and support it with exact dialogue.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Read the dialogue closely. Ask what the words suggest, then prove your idea with the text.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Thomas questions whether faraway leaders understand local needs.

CHOOSE A. He is beginning to change his thinking now. The words never thought about it that way show that the conversation is changing his thinking. B is an Opposite trap. C is an Overstated from a small detail trap.

SHOW Thomas connects laws to everyone and asks whether everyone should have someone to speak for them. This shows he supports people having a voice in government.

OWN Thomas now understands self-government better. The phrase finally understand shows that his questions and conversations helped him learn.

DEFEND Overstated from a small detail. Thomas understands what self-government means, but many questions remained, so the passage does not prove that he understands every part of government.

YOUR TURN Answers vary. One example: Thomas is still thinking about whether these ideas will continue to spread. Proof: Do you think people will keep talking about these ideas?

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"It means people help choose representatives who speak for them and make decisions closer to home."

Read line 21. What does this line suggest about the character?

- A** Thomas believes people should have no voice in government.
- B** Thomas believes self-government will solve every problem.
- C** Thomas understands how self-government gives people a voice.
- D** Thomas plans to become an important representative someday.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inference

TEKS 5.6(F) · Inference · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ *Read the excerpt and the question aloud.*

"Read all four choices. Cross out each trap and say its name before you choose."

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses one idea from the excerpt without checking the whole meaning.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

Thomas believes people should have no voice in government.

- A** Opposite trap. The excerpt says self-government helps people choose representatives who speak for them, so it gives people a voice instead of taking it away.

Thomas believes self-government will solve every problem.

- B** Overstated from a small detail trap. The excerpt shows Thomas understands an important idea, but it does not prove he can solve every problem.

Thomas understands how self-government gives people a voice. Correct.

- C** Thomas explains that self-government lets people choose representatives who speak for them and make decisions closer to home.

Thomas plans to become an important representative someday.

- D** Not in the text trap. The excerpt explains self-government, but it does not say Thomas plans to become a representative.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Inferencing

TEKS 5.6(F) · Inferencing · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer that a character keeps trying when a problem is hard.

I can connect a character's actions to an idea the author does not say directly.

I can check each answer choice against the passage's proof.

THIS WEEK'S FOCUS

Inferencing

from “The Garden That Wouldn't Grow”

An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **What can the reader infer about the main character based on how the garden problem is handled?** Watch for **Wrong motive for a true action**, **Misreads a detail**, and **Not in the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will make inferences about Kendrix by studying how she handles a garden problem.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will find clues, choose the best inference, explain proof, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 1 . a class or student copy of "The Garden That Wouldn't Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an action clue can support an inference.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about how Kendrix handles a problem."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the main character based on how the garden problem is handled?** Find the clue words.

"Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual."

I CAN | I can notice exact action words that help me infer Kendrix's character.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about how Kendrix handles a problem."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what Kendrix does when the plants are weak. Her action gives us a clue about her."

▶ *Read the sentences twice. Students underline suggested and watered each plant much more than usual.*

ANSWER KEY: Kendrix tries to solve the problem.

CHECK FOR UNDERSTANDING

Ask a student to point to the action that shows Kendrix is trying.

COMMON MISCONCEPTION

Students may name a feeling without using Kendrix's actions as proof.

POSSIBLE STUDENT QUESTION

Is trying hard stated directly? No. We infer it from what Kendrix does.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix's action shows about her attitude.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Kendrix based on how the garden problem is handled?** Pick the answer the text proves.

"Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health."

A She solves every problem right away • **B** She keeps working after making a mistake • **C** She refuses to accept her grandmother's help

I CAN | I can choose an inference about Kendrix and reject choices that the passage does not support.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Kendrix notices that her own action caused a problem, then changes her approach. Which choice matches that pattern?"

▶ *Students choose privately, then explain which words prove their choice.*

ANSWER KEY: B. She keeps working after making a mistake.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words for the correct choice.

COMMON MISCONCEPTION

Students may choose that Kendrix never makes mistakes because she learns from one.

POSSIBLE STUDENT QUESTION

Why is learning from a mistake important? It shows she keeps working to help the garden.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix might have done if she had given up.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Kendrix is willing to change her plan?** Explain how it proves the inference.

"Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering."

I CAN | I can explain how Kendrix's actions prove that she can change her plan.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best evidence shows both the action and the character trait we infer."

▶ *Have students circle adjusted their approach and explain what changed.*

ANSWER KEY: Adjusted their approach shows Kendrix changed her plan.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Kendrix can change because...

COMMON MISCONCEPTION

Students may copy the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is adjusted their approach stronger than watered the plants? It shows she changed her plan.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson Kendrix learned from the soil.

TODAY'S THINKING JOB

OWN

"I can write my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Kendrix after the plants begin to recover?** Write your inference and one piece of proof.

"Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before."

I CAN | I can infer a character trait from actions and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Make an inference that goes one step beyond the words, then prove it with the words."

▶ *Students write a character trait and copy one proof phrase from the sentence.*

ANSWER KEY: Kendrix is more careful and observant.

CHECK FOR UNDERSTANDING

Ask a student to read the proof phrase that supports the inference.

COMMON MISCONCEPTION

Students may write only that the plants recovered. The question asks about Kendrix.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to her paying closer attention.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Kendrix changed from the start of the story.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Kendrix watered the plants because she did not care about them.** Explain why it is a trap and name the trap.

"Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows."

I CAN | I can use text evidence to explain why a wrong motive does not fit a true action.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The student names a real action, watering, but gives the wrong reason for it."

▶ *Students write the trap name and use the sentence to explain Kendrix's true motive.*

ANSWER KEY: Wrong motive for a true action. Kendrix cared about the garden.

CHECK FOR UNDERSTANDING

Ask which words show that Kendrix cared about gardening.

COMMON MISCONCEPTION

Students may accept the choice because Kendrix's watering caused a problem.

POSSIBLE STUDENT QUESTION

Can a true action have a wrong motive? Yes. Kendrix watered, but she did it to help the plants.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a wrong motive. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another wrong motive for a true action.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Kendrix's perseverance? Write the inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Kendrix's perseverance?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about perseverance and support it with a sentence from the text.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference, then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Kendrix suggested more water and watered each plant much more than usual. She tried to solve the problem instead of giving up.

CHOOSE B. She keeps working after making a mistake. She realizes her mistake, adjusts the watering, and keeps caring for the plants. A is a Too broad trap. C is an Opposite trap.

SHOW The words adjusted their approach show that Kendrix changed what she was doing after learning that too much water hurt the plants.

OWN Kendrix has become more careful and observant. Proof: she paid closer attention to the soil and leaves than before.

DEFEND Wrong motive for a true action. Kendrix watered the plants to help them because she cared about the garden.

YOUR TURN Answers vary. One example: Kendrix keeps trying when her first idea fails. Proof: Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·**Review the Answers** ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Kendrix realized that her actions had changed the condition of the soil, which affected the plants’ health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.”

What can the reader infer about Kendrix based on how the garden problem is handled?

- A** She learns from a mistake and keeps trying.
- B** She solves the garden problem without any help.
- C** She stops caring when the plants struggle.
- D** She waters plants because she wants muddy soil.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it mentions a true detail but gives the wrong meaning.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

- A She learns from a mistake and keeps trying. Correct.**
She realizes her action affected the soil, changes the plan, and continues caring for the plants.
- B She solves the garden problem without any help.**
Misreads a detail trap. Her grandmother examines the soil and explains the problem.
- C She stops caring when the plants struggle.**
Opposite trap. She adjusts the plan and continues observing the garden.
- D She waters plants because she wants muddy soil.**
Wrong motive for a true action trap. She waters the plants to help them, but too much water makes the soil muddy.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 17 of 36 · Cluster 4 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use setting details as clues for an inference.

I can connect what I notice to what the text proves.

I can check choices for support before I choose.

THIS WEEK’S FOCUS

Inferencing

from “The Garden That Wouldn’t Grow”

An **inference** is an idea the author does not say directly, but setting details help prove it. STAAR asks: **What can the reader infer from the setting details in this part of the text?** Watch for **Plausible but unsupported**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Inferencing

TEKS 5.6(F) • Inferencing • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will use setting details to make inferences. An inference is an idea the text supports even when it does not say the idea directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will study the garden, choose the best inference, prove it with evidence, and defend our thinking against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 2 . a class or student copy of "The Garden That Wouldn't Grow" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a setting detail can support an inference.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice setting clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer from the setting details in this part of the text?** Find the clue words.

"Within several days, the plants began to recover."

I CAN | I can notice setting details that support an inference.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice setting clues."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The garden is a setting. Notice what changes there."

▶ *Read the sentence twice. Students underline plants and recover.*

ANSWER KEY: Plants recover in the garden.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show change.

COMMON MISCONCEPTION

Students may name what happened earlier instead of noticing the change here.

POSSIBLE STUDENT QUESTION

Why is the garden a setting? It is the place where the story happens.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a setting clue. Keep the demand at this level.

RAISE THE THINKING

Ask what the recovery might show about the care the plants received.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer from the setting details in this part of the text?** Pick the answer the text proves.

"Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before."

- A** She decided to stop checking the garden each morning. • **B** She planned to grow plants as her full-time job. • **C** She learned to observe the garden before acting.

I CAN | I can choose the inference that best matches the setting details.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a supported inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what Kendrix notices in the garden now. Her actions give us a clue."

▶ *Students choose an answer, then point to the words that support it.*

ANSWER KEY: C. She learned to observe the garden before acting.

CHECK FOR UNDERSTANDING

Ask which words show Kendrix changed her approach.

COMMON MISCONCEPTION

Students may choose that Kendrix stopped caring because she was quiet.

POSSIBLE STUDENT QUESTION

How do I know an inference is supported? The passage must give clues for it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the best inference. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix may do the next time a plant has a problem.

TODAY'S THINKING JOB

SHOW

"I can show the detail that proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the garden is healthier?** Explain how it proves it.

"New leaves appeared greener, and many of the stems became stronger and stood upright again."

I CAN | I can explain how a setting detail supports an inference.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the detail that proves an inference."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The best evidence shows a clear change in the garden."

▶ Students underline *greener, stronger, and stood upright*. Ask them to explain the change.

ANSWER KEY: Greener leaves and stronger stems show recovery.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves the garden is healthier because...

COMMON MISCONCEPTION

Students may copy the detail without explaining how it supports the inference.

POSSIBLE STUDENT QUESTION

Why do I need to explain the detail?
The explanation connects the clue to the inference.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining setting evidence. Keep the demand at this level.

RAISE THE THINKING

Ask which detail would show the garden was unhealthy earlier.

TODAY'S THINKING JOB

OWN

"I can write and support my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Kendrix after the garden recovers?** Write your inference and one piece of proof.

"The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it."

I CAN | I can make an inference about a character and prove it with setting details.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write and support my own inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Use what happened in the garden to infer how Kendrix changed."

▶ *Students write an inference and copy one exact proof sentence.*

ANSWER KEY: Kendrix became more careful and observant.

CHECK FOR UNDERSTANDING

Ask a student to read the proof that supports the inference.

COMMON MISCONCEPTION

Students may only retell that the plants recovered. They need to infer what Kendrix learned.

POSSIBLE STUDENT QUESTION

Can my inference be one step beyond the words? Yes, if the text clearly supports it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Kendrix's actions changed from the first watering to the final checks.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The garden only needed more sunlight.** Explain why it is a trap and name the trap.

"She learned that healthy plants depend on a balance of sunlight, water, air, and good soil."

I CAN | I can use exact evidence to explain why a tempting answer is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer sounds possible because sunlight matters, but the passage gives a bigger idea."

▶ *Students name the trap and circle the words that show several conditions matter.*

ANSWER KEY: Plausible but unsupported. The plants need a balance of sunlight, water, air, and good soil.

CHECK FOR UNDERSTANDING

Ask students to name the other three conditions.

COMMON MISCONCEPTION

Students may accept the answer because sunlight appears in the sentence.

POSSIBLE STUDENT QUESTION

Why is this trap plausible? It uses a true detail but leaves out the rest of the evidence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with proof. Keep the demand at this level.

RAISE THE THINKING

Ask students to create a plausible but unsupported answer about the plant conditions.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Kendrix's new way of caring for the garden? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Kendrix's new way of caring for the garden?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference, then prove it with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The plants began to recover. This clue shows that something in the garden was improving.

CHOOSE C. She learned to observe the garden before acting. She paid closer attention to the soil and leaves before deciding what to do. A is an Opposite trap. B is a Not in the text trap.

SHOW The greener leaves and stronger stems show that the plants are recovering, so the garden is healthier.

OWN Kendrix became more careful when solving problems. The garden taught her to observe before deciding how to fix it.

DEFEND Plausible but unsupported. Sunlight is one condition, but the text says healthy plants depend on a balance of four conditions.

YOUR TURN Answers vary. One example: Kendrix became more careful and observant. Proof: Each morning, Kendrix checked the soil by touching it before deciding whether the plants needed water.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inference

TEKS 5.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“She learned that healthy plants depend on a balance of sunlight, water, air, and good soil. The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.”

What can the reader infer from the setting details in this part of the text?

- A** Kendrix learned sunlight fixes every plant problem.
- B** Kendrix decided the garden no longer needed care.
- C** Kendrix planned to sell plants at a local market.
- D** Kendrix learned to observe conditions before acting.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inference

TEKS 5.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first answer because sunlight is one real condition in the excerpt.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is D.

- A Kendrix learned sunlight fixes every plant problem.**
Plausible but unsupported trap. Sunlight matters, but the passage says plants need a balance of four conditions.
- B Kendrix decided the garden no longer needed care.**
Opposite trap. She paid closer attention to the garden instead of stopping her care.
- C Kendrix planned to sell plants at a local market.**
Not in the text trap. The passage never says Kendrix planned to sell plants at a local market.
- D Kendrix learned to observe conditions before acting. Correct.**
The passage says she learned that solving a problem begins with observing what is happening before deciding how to fix it.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inference

TEKS 5.6(F) · Inference · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer why powerful words changed how people thought about the nation.

I can use clues about rights, government, and equality to support my thinking.

I can check each answer to avoid choices that go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “Words That Changed a Nation”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why these words changed the nation?** Watch for traps such as **Not in the text**, **Misreads a detail**, and **Overgeneralization, too broad**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Inferencing

TEKS 5.6(F) • Inferencing • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we are learning to infer why the Declaration's words changed a nation. An inference is an idea the text supports without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose the best inference, show evidence, own our thinking, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 3 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how the Declaration's words could influence people without solving every problem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about an idea's importance."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why these words changed the nation?** Find the clue words.

"It explained the ideas the new nation would be built on."

I CAN | I can notice exact words that help me infer why the Declaration mattered.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about an idea's importance."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The sentence says the document explained the ideas the nation would be built on. That clue points to lasting influence."

▶ *Read the sentence twice. Students underline "ideas" and "built on."*

ANSWER KEY: The words shaped the nation's ideas.

CHECK FOR UNDERSTANDING

Ask a student what the phrase "built on" suggests.

COMMON MISCONCEPTION

Students may say only that the Declaration announced freedom. This clue shows it also shaped ideas.

POSSIBLE STUDENT QUESTION

How can words build a nation? They can guide its beliefs and choices.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what later actions might show that these ideas mattered.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why these words changed the nation?** Pick the answer the text proves.

"The writers believed these rights belonged to every person simply because they were human."

- A** The words supported equal rights for everyone • **B** The words ended every problem for everyone • **C** The words mattered only to colonial leaders

I CAN | I can choose the inference that best explains why the Declaration's words mattered.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the choice that matches every person and human. Do not choose an answer that is too broad or unsupported."

▶ *Students choose privately, then explain which words prove their choice.*

ANSWER KEY: A. The words supported equal rights for everyone.

CHECK FOR UNDERSTANDING

Ask which words support the correct choice.

COMMON MISCONCEPTION

Students may choose that every problem ended. The passage says the Declaration did not solve every problem.

POSSIBLE STUDENT QUESTION

Why is a broad answer risky? It may claim more than the text proves.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this idea could influence later movements.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that these words influenced future change?** Explain how it proves the inference.

"Later movements for equal rights often referred back to its words."

I CAN | I can explain how a detail proves that the Declaration influenced later change.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail does more than mention the words. It shows later people used them to ask for change."

▶ *Have students underline later movements and referred back. Require a because explanation.*

ANSWER KEY: Later movements used the words to support equal rights.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves influence because...

COMMON MISCONCEPTION

Students may repeat the sentence without explaining how it proves influence.

POSSIBLE STUDENT QUESTION

Why does referred back matter? It shows the ideas continued to guide people later.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what kind of change those movements wanted.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the Declaration's words remained important?** Write your inference and one piece of proof.

"Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States."

I CAN | I can explain in my own words why the Declaration's ideas remained important and support my thinking.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the sentence, but your proof must stay in the text."

▶ *Students write an inference and copy one exact proof sentence or phrase.*

ANSWER KEY: The ideas guided later efforts to expand rights.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and point to the proof.

COMMON MISCONCEPTION

Students may claim the Declaration fixed every problem. The text clearly says it did not.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Use only ideas that the passage connects to the Declaration.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the words could matter even when problems remained.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a broad trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Declaration immediately made everyone equal and ended unfairness.** Explain why it is a trap and name the trap.

"Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States."

I CAN | I can use exact text evidence to explain why an overgeneralized answer is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a broad trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The wrong answer stretches the text too far. Important ideas are not the same as every problem ending."

▶ *Students name the trap and write the words that disprove the wrong answer.*

ANSWER KEY: Overgeneralization, too broad. The Declaration did not solve every problem.

CHECK FOR UNDERSTANDING

Ask students to point to the words that limit the claim.

COMMON MISCONCEPTION

Students may accept the answer because the Declaration discussed equality. The text says equality was not fully applied.

POSSIBLE STUDENT QUESTION

Why is this answer tempting? It uses the idea of equality but makes a claim that is too large.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a broad answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to create a smaller claim that the text does support.

Make an inference on your own.

Go back to the reading. Answer: Why can the Declaration's words still influence people today? Copy one sentence that proves your inference.

Go back to the reading.
Why can the Declaration's words still influence people today?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about lasting influence and support it with text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference, then use the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The clue words are ideas the new nation would be built on. This shows the ideas helped shape the nation's beliefs.

CHOOSE A. The words supported equal rights for everyone. The writers said rights belonged to every person, so the words supported equal rights for everyone. B is an Overgeneralization, too broad trap. C is a Misreads a detail trap.

SHOW Later movements referred back to the words. This shows people used the Declaration's ideas when seeking greater rights.

OWN The words remained important because they gave people principles to use when seeking a fairer nation. The passage says the ideas influenced the future of the United States.

DEFEND Overgeneralization, too broad. The passage says the Declaration did not solve every problem, even though it established important ideas.

YOUR TURN Answers vary. One example: The words still influence people because they encourage people to think about freedom and fairness. Proof: Although Americans have continued to debate how these principles should be applied, the words written in 1776 still encourage people to think about freedom, fairness, and the responsibilities of both citizens and government.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Later movements for equal rights often referred back to its words. People seeking greater freedom argued that the nation should live up to the principles described in the document.”

What can the reader infer about why these words changed the nation?

- A** The words gave people principles for seeking greater rights.
- B** The words solved every problem in the nation.
- C** The words were meant only for colonial leaders.
- D** The words had no effect after the year 1776.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inference

TEKS 5.6(F) · Inference · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first choice because the Declaration discussed important ideas, while ignoring the limit that it did not solve every problem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

The words gave people principles for seeking greater rights. Correct.

- A** Later movements referred back to the words and argued that the nation should live up to the principles in the document.

The words solved every problem in the nation.

- B** Overgeneralization, too broad. The passage says the Declaration did not solve every problem.

The words were meant only for colonial leaders.

- C** Misreads a detail. The passage says the rights belonged to every person, not only colonial leaders.

The words had no effect after the year 1776.

- D** Opposite. Later movements referred back to the words, so they did have an effect after 1776.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 19 of 36 · Cluster 4 · Module 3 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from clues in the Declaration's words.

I can use exact evidence to support my inference.

I can reject claims that the passage does not prove.

THIS WEEK'S FOCUS

Inferencing

from “Words That Changed a Nation”

An **inference** is an idea the passage supports even when it does not say the idea directly. STAAR asks:

What can the reader infer about the power of written words? This week we will avoid **Unsupported claim with no evidence**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 4 • Inferencing

TEKS 5.6(F) • Inferencing • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer what the Declaration's words did over time. We will use exact evidence to support each idea.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show the proof, write our own inference, and defend against an Unsupported claim with no evidence.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 4 Module 4 . a class or student copy of "Words That Changed a Nation" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference needs evidence from the passage.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the power of written words?** Find the clue words.

"Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments."

I CAN | I can find exact words that show how the Declaration influenced people.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice words that support an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for action words. People pointed back to the words because those words helped support their arguments."

▶ *Read the sentence twice. Students underline pointed back and support their arguments.*

ANSWER KEY: Pointed back to the words; support their arguments.

CHECK FOR UNDERSTANDING

Ask which words show that the Declaration helped people make an argument.

COMMON MISCONCEPTION

Students may name equal rights without explaining how the words helped.

POSSIBLE STUDENT QUESTION

Why do people point back to the words? The words give support to their arguments.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what larger idea these clue words support.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the power of written words?** Pick the answer the passage proves.

"The influence of the Declaration reached beyond the United States."

A Those ideas fixed every problem for every person • **B** Those ideas inspired people in other countries • **C** Those ideas stayed only inside the United States

I CAN | I can choose the inference that best matches the passage's evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best choice should explain what the Declaration's words did, not just repeat one detail."

▶ *Students choose an answer, then point to the words that prove it.*

ANSWER KEY: B. Those ideas inspired people in other countries.

CHECK FOR UNDERSTANDING

Ask which words show influence beyond one country.

COMMON MISCONCEPTION

Students may choose an answer about where the Declaration was written. That misses its influence.

POSSIBLE STUDENT QUESTION

What makes an inference strong? The passage must give clues that support it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this part of the text adds to this idea.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that written words can inspire action?** Explain how it proves the inference.

"Abolitionists used its language to argue against slavery."

I CAN | I can explain how a specific detail proves that written words can inspire action.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not stop after naming the detail. Explain what the people did with the words."

▶ *Have students complete: This proves the words inspired action because...*

ANSWER KEY: Abolitionists used its language to argue against slavery.

CHECK FOR UNDERSTANDING

Ask what action the abolitionists took with the words.

COMMON MISCONCEPTION

Students may say the Declaration ended slavery. The passage does not say that.

POSSIBLE STUDENT QUESTION

Does using words count as action?
Yes. The abolitionists used the words to argue for change.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask which other group used the Declaration's promises.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the power of written words?** Write your inference and one piece of proof.

"Those conversations have continued for more than two centuries."

I CAN | I can explain my own inference with exact evidence from the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Write an idea that goes beyond the sentence, then use the sentence as proof."

▶ *Students write one inference and copy one proof sentence on the OWN row.*

ANSWER KEY: The words have lasting influence. Proof: conversations continued for more than two centuries.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may copy the sentence without making an inference.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Ask whether the copied words prove your idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what people were discussing in those conversations.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Declaration's words inspired a famous play about freedom.** Explain why it is a trap and name the trap.

"People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights."

I CAN | I can use the text to explain why an unsupported claim is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The trap adds a detail the passage never gives. The text says people in other countries were inspired by the ideas, but it does not mention a play."

▶ *Students name the trap and underline the words that show what the passage actually supports.*

ANSWER KEY: Unsupported claim with no evidence. The passage mentions people in other countries, but it does not mention a play.

CHECK FOR UNDERSTANDING

Ask students to point to the evidence for the answer. There is none.

COMMON MISCONCEPTION

Students may accept the claim because the passage says people were inspired by the ideas.

POSSIBLE STUDENT QUESTION

Why is this unsupported? The passage says people were inspired by the ideas, but it gives no evidence about a play.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claim fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a claim about the Declaration's influence that the passage does support.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about the power of written words? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about the power of written words?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and support it with a sentence from the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inferencing

TEKS 5.6(F) · Inferencing · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE People pointed back to the words to support their arguments. These words show that people used the Declaration to support their arguments for equal rights.

CHOOSE B. Those ideas inspired people in other countries. The passage says people in other countries read the document and were inspired by its ideas. A is a Too broad trap. C is an Opposite trap.

SHOW The detail shows that abolitionists used the Declaration's language to argue against slavery. This proves its words helped people speak up for change.

OWN The Declaration's words have lasting power because people have continued discussing their meaning for more than two centuries. Proof: Those conversations have continued for more than two centuries.

DEFEND Unsupported claim with no evidence. The passage gives no evidence that the Declaration's words inspired a famous play. It only says people in other countries were inspired by its ideas.

YOUR TURN Answers vary. One example: The Declaration's words can influence people for a long time. Proof: Those conversations have continued for more than two centuries.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles.”

What can the reader infer about the power of written words from this part of the text?

- A** The Declaration's words immediately ended all unfairness.
- B** The Declaration's words had no lasting effect on later movements.
- C** The Declaration's words influenced later movements for equality.
- D** The Declaration's words inspired a famous play about freedom.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inference

TEKS 5.6(F) · Inference · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the last choice because it sounds believable, even though the passage gives no evidence about a famous play.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is C.

- A The Declaration's words immediately ended all unfairness.**
Too broad trap. The excerpt says the Declaration did not solve every problem.
- B The Declaration's words had no lasting effect on later movements.**
Opposite trap. The excerpt says its ideas continued to influence the nation and later movements referred to its principles.
- C The Declaration's words influenced later movements for equality. Correct.**
The excerpt says later movements referred to the Declaration's principles, showing that its words influenced their efforts.
- D The Declaration's words inspired a famous play about freedom.**
Unsupported claim with no evidence trap. The excerpt gives no evidence that the words inspired a famous play.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Inference

TEKS 5.6(F) · Inference · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer why leaders agreed by combining clues from the passage.

I can use evidence to support my inference.

I can watch for answers that give the wrong motive for a true action.

THIS WEEK'S FOCUS

Inferencing

from “A Difficult Compromise”

An **inference** is an idea the author does not say directly, but the clues support it. This week, STAAR asks: **What can the reader infer about why the leaders agreed to the compromise?** Watch for **Wrong motive for a true action**, **Not in the text**, and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Inferencing

TEKS 5.6(F) • Inferencing • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning to infer why leaders agreed to a difficult compromise. An inference is an idea the text supports without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show the evidence, write our own inference, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 1 . a class or student copy of "A Difficult Compromise" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a leader's action and motive are different.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about the leaders' motive."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why the leaders agreed to the compromise?** Find the clue words.

"Some delegates agreed because they wanted the convention to succeed."

I CAN | I can notice exact words that support an inference about why the leaders agreed.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about the leaders' motive."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A motive is a reason for an action. Look for words that tell why the delegates agreed."

▶ *Read the sentence twice. Students underline wanted and succeed.*

ANSWER KEY: They wanted the convention to succeed.

CHECK FOR UNDERSTANDING

Ask students to point to the words that tell why they agreed.

COMMON MISCONCEPTION

Students may focus on agreed and miss the words that explain the reason.

POSSIBLE STUDENT QUESTION

What does wanted tell us? It tells us the leaders' motive.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the leaders' motive. Keep the demand at this level.

RAISE THE THINKING

Ask what problem this motive helped the leaders handle.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why the leaders agreed to the compromise?** Pick the answer the text proves.

"Voices were raised, and some delegates worried the meeting might fall apart."

- A** They agreed because they wanted the convention to succeed • **B** They agreed because they believed the decision was fair • **C** They agreed because the compromise fixed the deeper problem

I CAN | I can choose the inference the text proves and reject answers with trap motives.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The meeting was in danger, so use that clue to think about why leaders agreed."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: A. They agreed because they wanted the convention to succeed.

CHECK FOR UNDERSTANDING

Ask a student to name the clue that supports the best inference.

COMMON MISCONCEPTION

Students may choose an answer about fairness because the passage asks whether the decision was fair.

POSSIBLE STUDENT QUESTION

Why is fairness not the best answer?
The passage says some delegates were uncomfortable with the decision.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported motive. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if the meeting fell apart.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the inference that leaders agreed to keep the meeting moving? Explain how it proves the inference.

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can explain how exact evidence proves why the leaders accepted the compromise.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The words move forward show that the compromise helped the group continue working."

▶ *Students underline move forward and explain what those words show.*

ANSWER KEY: The compromise helped the meeting continue.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves the leaders agreed because...

COMMON MISCONCEPTION

Students may say the compromise solved everything. The sentence says it did not solve the deeper problem.

POSSIBLE STUDENT QUESTION

Why does but matter? It shows the compromise helped the meeting continue without fixing the whole problem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting evidence to an inference. Keep the demand at this level.

RAISE THE THINKING

Ask why leaders might accept an imperfect solution.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why the leaders agreed to the compromise?** Write your inference and one piece of proof.

"Others were uncomfortable with the decision but felt there was no easy answer."

I CAN | I can make an inference about the leaders' motive and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should explain why they agreed, not just repeat that they agreed."

▶ *Students write one inference and copy one sentence or phrase as proof.*

ANSWER KEY: They accepted an imperfect choice because there was no easy answer.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may claim the leaders thought the compromise was fair. The text says some were uncomfortable.

POSSIBLE STUDENT QUESTION

Can leaders agree with a choice they dislike? Yes. The passage says some were uncomfortable but agreed anyway.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the words no easy answer change the inference.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The leaders agreed because they believed the decision was fair.** Explain why it is a trap and name the trap.

"Others were uncomfortable with the decision but felt there was no easy answer."

I CAN | I can use evidence to explain why a true action has the wrong motive.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The action is true, but the reason is wrong. That is the featured trap this week."

▶ *Students name the trap and use the sentence to disprove the motive.*

ANSWER KEY: Wrong motive for a true action. Some leaders were uncomfortable.

CHECK FOR UNDERSTANDING

Ask students to name the trap and point to the proof.

COMMON MISCONCEPTION

Students may accept the choice because agreeing is true. The reason must also match the text.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It uses a true action but gives a motive the text does not support.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a motive is wrong. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another wrong motive for the true action.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why the leaders agreed to the compromise? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about why the leaders agreed to the compromise?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the leaders' motive and prove it with a sentence from the text.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing

TEKS 5.6(F) · Inferencing · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the motive, then prove it with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Wanted the convention to succeed.** This shows the leaders agreed so the meeting would continue and succeed.

CHOOSE **A.** They agreed because they wanted the convention to succeed. Some delegates worried the meeting might fall apart, and the compromise helped the group move forward. B is a Wrong motive for a true action trap. C is an Opposite trap.

SHOW **Helped the group move forward proves that the compromise let the meeting continue, even though the deeper problem remained.**

OWN **The leaders agreed because they accepted an imperfect choice when there was no easy answer.** Proof: they were uncomfortable but felt there was no easy answer.

DEFEND **Wrong motive for a true action.** The leaders did agree, but the passage does not say they believed the decision was fair. Some delegates were uncomfortable with it.

YOUR TURN **Answers vary.** One example: They agreed because they wanted the convention to continue. Proof: The compromise helped the group move forward, but it didn't solve the deeper problem.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

What can the reader infer about why the leaders agreed to the compromise?

- A** They agreed because they wanted the convention to succeed.
- B** They agreed because they believed the decision was fair.
- C** They agreed because the compromise solved the deeper problem.
- D** They agreed because they wanted to impress the public.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it gives a reason that sounds reasonable or repeats an idea from the passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is A.

They agreed because they wanted the convention to succeed. Correct.

- A** The debate was intense, and delegates worried the meeting might fall apart. The compromise gave the group a way to move forward.

They agreed because they believed the decision was fair.

- B** Wrong motive for a true action trap. They agreed, but the passage does not say they believed the decision was fair. Some delegates were uncomfortable with it.

They agreed because the compromise solved the deeper problem.

- C** Opposite trap. The passage says the compromise did not solve the deeper problem.

They agreed because they wanted to impress the public.

- D** Not in the text trap. The passage does not say the leaders wanted to impress the public.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 21 of 36 · Cluster 5 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer the cost of a decision from clues in the text.

I can think about who benefited and who was harmed.

I can use exact evidence to support my inference.

THIS WEEK'S FOCUS

Inferencing

from “A Difficult Compromise”

This week we will practice **Inferring costs of a decision**. An **inference** is an idea the author does not say directly, but the clues support it. STAAR question frame: **What can the reader infer about the results described in this part of the text?** We will watch for **Overstated from a small detail**, **Not in the text**, and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer the costs of a decision. We will ask who benefited, who was harmed, and what the text proves.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will study the compromise and practice finding clues, choosing an inference, showing evidence, owning our thinking, and defending against traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 2 . a class or student copy of "A Difficult Compromise" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a decision can solve one problem while leaving another problem in place.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about the cost of a decision."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the results described in this part of the text?** Find the clue words about what the compromise did and did not fix.

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can notice words that show a decision had both a result and a cost.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a clue about the cost of a decision."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the words but it didn't. They show that the decision had a cost."

▶ *Read the sentence twice. Students underline move forward and didn't solve the deeper problem.*

ANSWER KEY: The compromise helped the group move forward, but a deeper problem remained.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the problem remained.

COMMON MISCONCEPTION

Students may name only the helpful result and miss the cost.

POSSIBLE STUDENT QUESTION

Why is but important? It shows that the sentence is adding a different result.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what deeper problem the author means.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the results described in this part of the text?** Pick the answer the text proves.

"In fact, the decision gave slaveholding states more influence in the new national government."

A The decision gave enslaved people rights but took power from slaveholding states • **B** The decision changed the weather and travel plans during the convention • **C** The decision gave slaveholding states power but denied enslaved people rights

I CAN | I can choose the inference that explains both the result and its cost.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference the text supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best choice must match the result and the harm described in the passage."

▶ *Students choose privately, then explain which proof words support their choice.*

ANSWER KEY: C. The decision gave slaveholding states power but denied enslaved people rights.

CHECK FOR UNDERSTANDING

Ask which words prove that some states gained power.

COMMON MISCONCEPTION

Students may choose that enslaved people gained rights because they see the word influence but do not check who gained it.

POSSIBLE STUDENT QUESTION

How do I avoid a trap? Check who gained power and who still had no rights.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what cost came with the added influence.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the compromise had an unfair cost?** Explain how it proves the inference.

"Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress."

I CAN | I can explain how a specific detail reveals the cost of a decision.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just copy the detail. Explain how it shows the cost."

▶ *Students underline the missing rights and complete: This shows a cost because...*

ANSWER KEY: The missing rights show that enslaved people were harmed by the decision.

CHECK FOR UNDERSTANDING

Ask a student to explain the detail using because.

COMMON MISCONCEPTION

Students may say only that people could not vote without connecting it to the decision's cost.

POSSIBLE STUDENT QUESTION

Why is this stronger than a detail about the meeting continuing? It shows who was harmed.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask which other detail shows the same unfair cost.

TODAY'S THINKING JOB

OWN

"I can make an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the results of the compromise?** Write your inference and one piece of proof.

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can infer the cost of a decision and support my thinking with exact evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make an inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should explain what the decision achieved and what it failed to fix."

▶ *Students write one inference and copy one sentence or phrase that proves it.*

ANSWER KEY: The compromise moved the group forward but did not solve the deeper problem.

CHECK FOR UNDERSTANDING

Ask students to share the proof words they used.

COMMON MISCONCEPTION

Students may write only that the compromise was a formula. That does not explain its cost.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Every part of it should connect to words in the passage.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask who benefited and who was harmed.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The compromise solved the deeper problem of slavery.** Explain why it is a trap and name the trap.

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can use evidence to explain why an inference is overstated.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The wrong answer grabs one small result and makes it sound complete."

▶ *Students name the trap, then point to the words that disprove the wrong answer.*

ANSWER KEY: Overstated from a small detail. Moving forward did not mean the deeper problem was solved.

CHECK FOR UNDERSTANDING

Ask students to read the words that disprove the wrong answer.

COMMON MISCONCEPTION

Students may accept the answer because the compromise helped the group.

POSSIBLE STUDENT QUESTION

Why is the answer overstated? It changes one limited result into a complete solution.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a different trap based on the same sentence.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about who paid the cost of the compromise? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about who paid the cost of the compromise?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer who was harmed and prove it with text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“State who benefited and who was harmed. Then use exact words from the passage as proof.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The compromise helped the group move forward, but it did not fix the deeper problem.

CHOOSE C. The decision gave slaveholding states power but denied enslaved people rights. Slaveholding states gained influence, while enslaved people still had no political rights. A is an Opposite trap. B is a Not in the text trap.

SHOW The detail lists rights enslaved people still lacked. It proves the compromise increased political power for others without giving enslaved people a voice.

OWN The compromise moved the group forward, but slavery remained. Proof: it didn't solve the deeper problem.

DEFEND Overstated from a small detail. The compromise helped the group move forward, but the text clearly says it did not solve the deeper problem.

YOUR TURN Answers vary. One example: Enslaved people paid a serious cost because their numbers increased political power for slaveholding states while their rights were denied. Proof: Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing

TEKS 5.6(F) · Inferencing · Week 22 of 36 · Cluster 5 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“In fact, the decision gave slaveholding states more influence in the new national government. Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress.”

What can the reader infer about the results described in this part of the text?

- A** The decision gave enslaved people rights but took power from slaveholding states.
- B** The decision gave slaveholding states power but denied enslaved people rights.
- C** The decision changed the weather and travel plans during the convention.
- D** The decision solved the whole problem because the meeting moved forward.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it mentions influence or government without checking who gained power and who was denied rights.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

The decision gave enslaved people rights but took power from slaveholding states.

- A** Opposite trap. The excerpt says slaveholding states gained influence, while enslaved people had no right to speak in Congress.

The decision gave slaveholding states power but denied enslaved people rights. Correct.

- B** The excerpt says slaveholding states gained influence, but enslaved people still lacked basic political rights.

The decision changed the weather and travel plans during the convention.

- C** Not in the text trap. The excerpt gives no information about weather or travel plans.

The decision solved the whole problem because the meeting moved forward.

- D** Overstated from a small detail trap. It turns the limited result that the group moved forward into a claim that every problem was solved.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what Zaylen learns by combining clues from the workshop with what I already know.

I can choose an idea that the passage proves, even when the answer is not stated directly.

I can name a trap and explain why the text does not support it.

THIS WEEK'S FOCUS

Inferencing

from “A Visit to the Workshop”

Inferring what a character learns means combining clues from the passage with what we already know. An **inference** is an idea the author does not say directly, but clues in the passage support it. STAAR asks: **What can the reader infer about the main character after the visit to the workshop?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Plausible but unsupported** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Inferencing

TEKS 5.6(F) • Inferencing • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we will infer what Zaylen learns during her visit to the workshop. An inference is an idea the passage proves without saying it directly.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose the best inference, show evidence, own our thinking, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 3 . a class or student copy of "A Visit to the Workshop" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a fact from the passage can support a larger inference.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about what Zaylen learns."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the main character after the visit to the workshop?** Find the clue words.

"For the first time, Zaylen understood that an invention was not created in one lucky moment."

I CAN | I can notice exact words that support an inference about Zaylen.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference · Monday

TEKS 5.6(F) · Inference · Week 23 of 36 · Cluster 5 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a clue about what Zaylen learns."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Zaylen changes her thinking. Look for the words that show this new understanding."

▶ *Read the sentence twice. Have students underline "For the first time" and "not created in one lucky moment."*

ANSWER KEY: Zaylen learns that inventions take time and effort.

CHECK FOR UNDERSTANDING

Ask which words show that Zaylen learned something new.

COMMON MISCONCEPTION

Students may name what happens in the workshop without explaining what Zaylen learns.

POSSIBLE STUDENT QUESTION

Why does "For the first time" matter? It shows this is a new idea for Zaylen.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what earlier events helped Zaylen understand this idea.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Zaylen after the visit to the workshop?** Pick the answer the text proves.

"Zaylen smiled. She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames."

- A** She plans to become an inventor someday. • **B** She believes electric light can improve people's lives. • **C** She thinks the bright bulb flickers like a lamp.

I CAN | I can choose the best inference and avoid choices the text does not support.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 23 of 36 • Cluster 5 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

- ▶ Read the I can statement aloud, then read the test-style question on the slide.

"Zaylen imagines better lives for families. That clue helps us infer what she believes after the visit."

- ▶ Students choose the supported inference, then explain which words prove it.

ANSWER KEY: B. She believes electric light can improve people's lives.

CHECK FOR UNDERSTANDING

Ask which words show that Zaylen sees a hopeful future.

COMMON MISCONCEPTION

Students may choose that Zaylen wants to work at the workshop because she visited it.

POSSIBLE STUDENT QUESTION

How do I reject a choice? Ask whether the passage clearly supports the whole choice.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this clue connects to the light Zaylen saw.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference** that Zaylen learns inventions require patience? Explain how it proves the inference.

"The bright bulb in front of her had come after many dark ones."

I CAN | I can explain how a detail proves what Zaylen learns.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail gives us a pattern: failures came before success. Explain how that pattern proves the inference."

▶ *Have students name the detail, then complete: This proves patience because...*

ANSWER KEY: Many failed bulbs came before the successful bulb.

CHECK FOR UNDERSTANDING

Ask students to explain why "many dark ones" matters.

COMMON MISCONCEPTION

Students may repeat the detail without explaining what it proves.

POSSIBLE STUDENT QUESTION

Why is this stronger than saying the bulb was bright? It shows the work and failures before success.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail shows the workers kept trying.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does Zaylen most likely believe after visiting the workshop?** Write your inference and one piece of proof.

"The idea no longer seemed impossible. She had seen the light with her own eyes."

I CAN | I can write an inference about Zaylen and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should explain Zaylen's new belief. Then use the sentence as proof."

▶ *Students write one inference and copy one exact sentence that supports it.*

ANSWER KEY: Zaylen believes a brighter future is possible.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that Zaylen saw a light. That is a fact, not the larger inference.

POSSIBLE STUDENT QUESTION

How can I keep my inference from going too far? Make sure the passage gives clues for every part.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what future change Zaylen imagines for homes and families.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Zaylen believes her family will soon have electric light at home.** Explain why it is a trap and name the trap.

"Outside, the cold night air touched her face. The streets were still dim, but Zaylen knew something was changing."

I CAN | I can use exact evidence to explain why a tempting answer is unsupported.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer sounds possible because Zaylen hopes for electric light at home, but the passage does not say it will happen soon."

▶ *Students name the trap, then explain that the passage gives hope but no exact time.*

ANSWER KEY: Plausible but unsupported. Zaylen hopes for change, but the passage does not give a near time for it.

CHECK FOR UNDERSTANDING

Ask whether the passage gives a time for electric light to reach her home.

COMMON MISCONCEPTION

Students may accept the trap because Zaylen hopes electric light will help families.

POSSIBLE STUDENT QUESTION

Can an answer sound possible and still be unsupported? Yes. The whole inference must fit 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 students to write another plausible but unsupported answer about Zaylen.

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Zaylen after the visit to the workshop? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Zaylen after the visit to the workshop?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Zaylen and prove it with the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing

TEKS 5.6(F) · Inferencing · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The words “For the first time” show that Zaylen is learning a new idea. The words “not created in one lucky moment” show that inventions take time and effort.

CHOOSE B. She believes electric light can improve people's lives. She pictures children reading and families gathering in bright rooms without smoke or flames. A is a Plausible but unsupported trap. C is a Misreads a detail trap.

SHOW Many dark bulbs came before the bright one. This shows that success required patience and many attempts.

OWN Zaylen believes a brighter future is possible. She saw a steady electric light and imagined it helping families.

DEFEND Plausible but unsupported. The passage shows that Zaylen hopes electric light will reach homes someday, but it does not say her family will have it soon.

YOUR TURN Answers vary. One example: Zaylen believes a brighter future is possible. Proof: The idea no longer seemed impossible.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·**Review the Answers** ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames.”

What can the reader infer about Zaylen after the visit to the workshop?

- A** Zaylen believes electric light can improve people's lives.
- B** Zaylen plans to become an inventor at the workshop.
- C** Zaylen expects every bulb to work immediately.
- D** Zaylen expects smoky lamps to light homes forever.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible or repeats one detail without matching the whole passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is A.

A **Zaylen believes electric light can improve people's lives. Correct.**
She pictures brighter homes without smoke, which shows she believes electric light can improve people's lives.

B **Zaylen plans to become an inventor at the workshop.**
Plausible but unsupported trap. Zaylen is interested in the workshop, but the passage never says she plans to become an inventor.

C **Zaylen expects every bulb to work immediately.**
Misreads a detail trap. The passage says many experiments failed, so it does not support expecting every bulb to work immediately.

D **Zaylen expects smoky lamps to light homes forever.**
Opposite trap. Zaylen imagines bright rooms without smoke or flames, not smoky lamps lasting forever.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by combining clues from the story.

I can defend my inference with exact evidence from the passage.

I can avoid answers that sound right but are not supported.

THIS WEEK'S FOCUS

Inferencing

from “A Visit to the Workshop”

An **inference** is an idea the author does not state directly, but clues in the story support it. **Defending an inference** means explaining how the evidence proves your idea. **Short response: What can the reader infer about the main character? Use evidence from the story.** This week we will watch for **Unsupported claim with no evidence**, **Opposite**, and **Goes beyond the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Inferencing

TEKS 5.6(F) • Inferencing • Week 24 of 36 • Cluster 5 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will make inferences about Zaylen and defend them with evidence from the story.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice noticing clues, choosing the best inference, showing proof, and naming trap answers that lack support.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 5 Module 4 . a class or student copy of "A Visit to the Workshop" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how evidence turns a guess into a supported inference.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Zaylen?** Find the clue words.

"She wanted to see the machines, tools, and experiments for herself."

I CAN | I can notice exact words that help me infer what Zaylen wants.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words that support an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look at what Zaylen wants to see. Her desire gives us a clue about her."

▶ *Read the sentence twice. Students underline wanted and see the machines, tools, and experiments.*

ANSWER KEY: Zaylen is curious about the workshop.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show curiosity.

COMMON MISCONCEPTION

Students may say Zaylen is already an inventor. The sentence shows curiosity, not that she invents things.

POSSIBLE STUDENT QUESTION

Why does wanted help us infer her feelings? It shows what she is eager to learn about.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen might do because she is curious.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Zaylen?** Pick the answer the text proves.

"Zaylen had never thought about an invention being improved over time."

A She thinks inventions need only one quick try • **B** She becomes a famous inventor herself • **C** She learns inventions take repeated effort

I CAN | I can compare choices and select the inference proved by the passage.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 24 of 36 • Cluster 5 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Zaylen learns that inventions take many tries. Choose the idea that matches her new understanding."

▶ *Students choose privately, then explain which words support the choice.*

ANSWER KEY: C. She learns inventions take repeated effort.

CHECK FOR UNDERSTANDING

Ask a student to name the proof words.

COMMON MISCONCEPTION

Students may choose that Zaylen dislikes inventions. The passage shows interest and learning.

POSSIBLE STUDENT QUESTION

Why is a new understanding an inference? The text shows what she thought before and what the workshop showed her.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this new idea might change Zaylen's thinking.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which detail best supports the idea that Zaylen now understands inventions require persistence? Explain how it proves the inference.

"For the first time, Zaylen understood that an invention was not created in one lucky moment."

I CAN | I can explain how exact evidence supports an inference about Zaylen.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Strong evidence does more than repeat the inference. It shows why the inference makes sense."

▶ *Students underline not created in one lucky moment and explain the connection with because.*

ANSWER KEY: Zaylen learns inventions require continued effort.

CHECK FOR UNDERSTANDING

Ask a student to finish: This proves persistence because...

COMMON MISCONCEPTION

Students may copy the sentence without explaining it. Require a because statement.

POSSIBLE STUDENT QUESTION

Why is lucky moment important? It contrasts one quick success with long, difficult work.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what other detail shows the workers kept trying.

TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Zaylen feels at the end?** Write your inference and one piece of proof.

"Still, Zaylen believed the dark streets would not remain dark forever."

I CAN | I can make my own inference about Zaylen and defend it with passage evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Still signals that Zaylen keeps believing even though the change will take time."

▶ *Students write an inference and copy a phrase or sentence that supports it.*

ANSWER KEY: Zaylen is hopeful. Proof: the dark streets would not remain dark forever.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may say electric lights are already in every home. The text says this will happen later.

POSSIBLE STUDENT QUESTION

How do I know hopeful is supported? She believes the darkness will eventually change.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what experiences caused Zaylen to become hopeful.

TODAY'S THINKING JOB

DEFEND

"I can name a trap and disprove it with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Zaylen will become one of Edison's workers.** Explain why it is a trap and name the trap.

"She wanted to see the machines, tools, and experiments for herself."

I CAN | I can defend an inference by showing exactly why a claim is unsupported or wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can name a trap and disprove it with evidence."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer predicts something the passage never says. Look for evidence before accepting a claim."

▶ *Students name the trap and copy words that show what the passage actually supports.*

ANSWER KEY: Unsupported claim with no evidence. Zaylen is curious, but the passage does not say she will become a worker.

CHECK FOR UNDERSTANDING

Ask which words support Zaylen's curiosity and whether any words say she will become a worker.

COMMON MISCONCEPTION

Students may choose the claim because Zaylen is interested in the workshop. Interest does not prove she will become a worker.

POSSIBLE STUDENT QUESTION

Why is the answer unsupported? The passage shows curiosity, but it gives no evidence that Zaylen will become a worker.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a claim fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write one claim that the passage supports about Zaylen.

Make an inference on your own.

Go back to the reading. What can the reader infer about Zaylen after her visit? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Zaylen after her visit?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Zaylen and prove it with evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing

TEKS 5.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference, then use exact words from the passage to defend it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Wanted to see the machines, tools, and experiments. These words show that Zaylen is curious about the workshop.

CHOOSE C. She learns inventions take repeated effort. The workshop showed her several attempts at the same problem and many failures. A is an Opposite trap. B is a Goes beyond the text trap.

SHOW The words not created in one lucky moment show that Zaylen understands inventions grow through continued effort, not one easy success.

OWN Zaylen feels hopeful about the future. She believes electric light will eventually change the dark streets.

DEFEND Unsupported claim with no evidence. The sentence shows that Zaylen is curious about the workshop, but it does not say she will become one of Edison's workers.

YOUR TURN Answers vary. One example: Zaylen becomes hopeful about electric light. Proof: Still, Zaylen believed the dark streets would not remain dark forever.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.”

What can the reader infer about the main character? Use evidence from the story.

- A** Zaylen thinks that success requires one quick try.
- B** Zaylen will become a famous inventor in the future.
- C** Zaylen learns that success requires patience and effort.
- D** Zaylen believes every invention needs a busy workshop.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inference

TEKS 5.6(F) · Inference · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a choice that sounds possible but is not supported by the passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A** **Zaylen thinks that success requires one quick try.**
Opposite trap. The excerpt says an invention was not created in one lucky moment, so success is not instant.
- B** **Zaylen will become a famous inventor in the future.**
Goes beyond the text trap. The excerpt does not say Zaylen will become an inventor.
- C** **Zaylen learns that success requires patience and effort. Correct.**
She understands that inventions grow from patience, careful work, and many mistakes.
- D** **Zaylen believes every invention needs a busy workshop.**
Unsupported claim with no evidence trap. The excerpt gives no evidence that every invention needs a busy workshop.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Inferencing

TEKS 5.6(F) · Inferencing · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a citizen's role from clues in the text.

I can explain how one person's actions can affect a community.

I can use exact evidence to support my inference and avoid trap answers.

THIS WEEK'S FOCUS

Inferencing

from “A Voice in the Community”

An **inference** is an idea the text supports even when the author does not say it directly. STAAR asks: **What can the reader infer about how one person can shape a community?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization, too broad**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing

TEKS 5.6(F) • Inferencing • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we are learning to infer how one person can shape a community. An inference is an idea the text supports with clues.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose the best inference, show evidence, own our thinking, and defend against trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 1 . a class or student copy of "A Voice in the Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated directly.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about a citizen's role."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how one person can shape a community?** Find the clue words.

"By voting or speaking up, people can have a say in those decisions."

I CAN | I can notice exact words that support an inference about how one person can shape a community.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about a citizen's role."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for action words. Voting and speaking up show a person taking part."

▶ *Read the sentence twice. Students underline voting, speaking up, and have a say.*

ANSWER KEY: Voting and speaking up can help a person have a say.

CHECK FOR UNDERSTANDING

Ask a student to point to the action words.

COMMON MISCONCEPTION

Students may choose any sentence about elections. The clue must show how a person can affect decisions.

POSSIBLE STUDENT QUESTION

Why are voting and speaking up clues? They are actions a citizen can take.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what larger idea these actions support.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how one person can shape a community?** Pick the answer the text proves.

"These actions can happen at the local, state, or national level, and they can affect how a community changes over time."

A One person's action can help a community change over time • **B** One person can control every decision in a community • **C** One person receives a special award for community service

I CAN | I can choose the best inference and reject answers that go beyond the passage.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 25 of 36 • Cluster 6 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best choice must connect a person's actions to community change."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: A. One person's action can help a community change over time.

CHECK FOR UNDERSTANDING

Ask a student which words prove the correct choice.

COMMON MISCONCEPTION

Students may choose an answer that sounds powerful or adds a detail, such as an award. The passage says actions can affect change, not control every decision.

POSSIBLE STUDENT QUESTION

What makes an inference too broad? It claims more than the text supports.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing supported meaning. Keep the demand at this level.

RAISE THE THINKING

Ask how the words over time limit the inference.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that one person can influence community decisions?** Explain how it proves the inference.

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

I CAN | I can explain how a detail about daily life proves that civic choices matter.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Good evidence connects a person's civic actions to real parts of community life."

▶ *Students underline impact schools, roads, safety, then complete: This proves the inference because...*

ANSWER KEY: Leaders' decisions affect daily life, so civic actions can influence important choices.

CHECK FOR UNDERSTANDING

Ask a student to finish: This detail supports the inference because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining the connection.

POSSIBLE STUDENT QUESTION

Why mention schools, roads, and safety? They show that decisions affect people's lives.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting proof to an inference. Keep the demand at this level.

RAISE THE THINKING

Ask which civic action could help people have a say in those decisions.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the role of a citizen?** Write your inference and one piece of proof.

"Even so, communities are shaped by the people who live in them."

I CAN | I can write an inference about a citizen's role and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ► = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the sentence, but your proof must come from the passage."

► *Students write an inference and copy one sentence that supports it.*

ANSWER KEY: Citizens help shape their communities. Proof: Even so, communities are shaped by the people who live in them.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that people live in communities. Add what their role is.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? The passage must include words that back it up.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how a citizen's choice might affect others over time.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **One person cannot shape a community.** Explain why it is a trap and name the trap.

"Even so, communities are shaped by the people who live in them."

I CAN | I can use the text to explain why an overly broad answer is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer makes an all-or-nothing claim and ignores the text's clear idea that people help shape communities."

▶ *Students write the trap name and copy the sentence that disproves the answer.*

ANSWER KEY: Overgeneralization, too broad. The text says communities are shaped by the people who live in them.

CHECK FOR UNDERSTANDING

Ask a student to name the trap and read the proof.

COMMON MISCONCEPTION

Students may accept the trap because one person cannot do everything. The text says each person's actions can still have an effect.

POSSIBLE STUDENT QUESTION

Why is this answer too broad? It says one person cannot shape a community at all.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a trap fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the trap into a supported inference.

Make an inference on your own.

Go back to the passage. Answer: How can one person take part in civic life? Write your inference and copy one sentence that proves it.

Go back to the reading.
How can one person take part in civic life?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a citizen's role and support it with evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing

TEKS 5.6(F) · Inferencing · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write what the text makes you think. Then copy the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Voting and speaking up are actions that can give a person a say.

CHOOSE A. One person's action can help a community change over time. The passage says these actions can affect how a community changes over time. B is an Overgeneralization, too broad trap. C is a Not in the text trap.

SHOW The detail shows that leaders' decisions affect daily life. This supports the inference because a citizen's civic actions can influence important choices.

OWN Citizens help shape their communities. The sentence says communities are shaped by the people who live in them, so each citizen can have a role in community change.

DEFEND Overgeneralization, too broad. The answer makes an all-or-nothing claim. The sentence says communities are shaped by the people who live in them, so the text supports people having a role, even if one person does not do everything.

YOUR TURN Answers vary. One example: One person can help shape decisions by taking part in civic life. Proof: By voting or speaking up, people can have a say in those decisions.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Some voices are heard more often, but every action can still have an effect over time.”

What can the reader infer about how one person can shape a community?

- A** One person can control every decision that a community makes.
- B** One person's action can help a community change over time.
- C** One person's voice is heard most often in this community.
- D** One person receives an award for civic work in the community.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds powerful, misreads a detail, or adds information that is not in the passage.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

One person can control every decision that a community makes.

- A** Overgeneralization, too broad trap. The passage says an action can have an effect, not that one person controls every decision.

One person's action can help a community change over time. Correct.

- B** The excerpt says every action can still have an effect over time, so one person's action can matter.

One person's voice is heard most often in this community.

- C** Misreads a detail trap. The passage says some voices are heard more often, but it does not say one person's voice is heard most often.

One person receives an award for civic work in the community.

- D** Not in the text trap. The passage does not mention an award for civic work.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 25 of 36 · Cluster 6 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what a community values from clues in an argument.

I can connect a speaker's ideas to what the community does.

I can check that my evidence supports the inference, not just that it is true.

THIS WEEK'S FOCUS

Inferencing

from “A Voice in the Community”

Inferring from evidence in an argument: An **inference** is an idea the text supports without saying it directly. This week, STAAR asks: **Which sentence best supports the inference that the community valued the speaker's ideas?** Watch for **True detail**, **not support**, **Not in the text**, and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing

TEKS 5.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we will infer what a community values from what people say and what the community does.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice the STAAR question, Which sentence best supports the inference that the community valued the speaker's ideas? We will also catch trap answers.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 2 . a class or student copy of "A Voice in the Community" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask students to explain why a true sentence may still fail to support an inference.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues that show ideas mattered."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence best supports the inference that the community valued the speaker's ideas?** Find the clue words.

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

I CAN | I can notice the exact words that support an inference about a community.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing • Monday

TEKS 5.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues that show ideas mattered."

► Read the I can statement aloud, then read the test-style question on the slide.

"Look at what happened after people shared ideas. The actions are clues about how the community treated those ideas."

► Read the sentence twice. Students underline repair, add, create, and shared their ideas.

ANSWER KEY: The town made changes because people shared ideas.

CHECK FOR UNDERSTANDING

Ask which words show that the ideas caused action.

COMMON MISCONCEPTION

Students may choose only shared their ideas because it is a true detail. The action words show that the ideas led to changes.

POSSIBLE STUDENT QUESTION

Why do the actions matter? They show the ideas led to changes.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding action clues. Keep the demand at this level.

RAISE THE THINKING

Ask what inference the actions support about the community.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how the community responds to shared ideas?** Pick the answer the text proves.

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

A Shared ideas can solve every problem in a community. • **B** A community never makes any changes from shared ideas. • **C** Shared ideas can lead to changes in a community.

I CAN | I can choose the best inference by connecting the clue to the community's actions.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best choice explains what the community does with people's ideas. Do not pick a choice just because it mentions a true detail."

▶ *Students choose privately. Then partners explain which words support the choice.*

ANSWER KEY: C. Shared ideas can lead to changes in a community.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that prove the correct choice.

COMMON MISCONCEPTION

Students may choose "Shared ideas can solve every problem in a community." The passage says ideas can lead to some changes, not solve every problem.

POSSIBLE STUDENT QUESTION

How do I reject a true detail? Ask whether it supports the inference in the question.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the sentence would change if the community ignored ideas.

TODAY'S THINKING JOB

SHOW

"I can explain how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: Which sentence best supports the inference that the community valued the speaker's ideas? Explain how it proves the inference.

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

I CAN | I can connect specific actions in the text to the inference about valued ideas.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain how evidence supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must do more than sound true. It must help prove the exact inference."

▶ *Have students write the detail and finish: This supports the inference because...*

ANSWER KEY: The town made changes because people shared ideas.

CHECK FOR UNDERSTANDING

Ask a student to explain the connection using because.

COMMON MISCONCEPTION

Students may copy the sentence without explaining it. Push them to say how the actions show value.

POSSIBLE STUDENT QUESTION

Can one action be evidence? Yes, if it clearly connects shared ideas to a community change.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining the proof. Keep the demand at this level.

RAISE THE THINKING

Ask which action would be strongest evidence and why.

TODAY'S THINKING JOB

OWN

"I can make and prove my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about people who share ideas in civic life?** Write your inference and one piece of proof.

"Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions."

I CAN | I can write an inference and support it with exact evidence from the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make and prove my own inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the sentence, but your proof must stay in the text."

▶ *Students write one inference and copy one supporting sentence or phrase.*

ANSWER KEY: Shared ideas can help people work toward solutions.

CHECK FOR UNDERSTANDING

Ask students to read their inference and proof to a partner.

COMMON MISCONCEPTION

Students may write that everyone agrees. The passage says people may have different ideas.

POSSIBLE STUDENT QUESTION

How do I know my inference is safe?
Make sure the passage gives words that support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how different ideas can still help a community.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The actions may seem small.** Explain why it is a trap and name the trap.

"These actions may seem small, but they can lead to changes."

I CAN | I can use evidence to explain why a tempting answer does not fit the inference.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This choice repeats a true detail, but it leaves out the clue that the actions can lead to changes."

▶ *Students name the trap and underline may seem small and can lead to changes.*

ANSWER KEY: True detail, not support.
Small actions can still lead to changes.

CHECK FOR UNDERSTANDING

Ask which words show that the choice is incomplete.

COMMON MISCONCEPTION

Students may focus only on may seem small and miss the result of those actions.

POSSIBLE STUDENT QUESTION

Why is this a trap? It uses a true detail about small actions but does not support the inference by itself.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a choice fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to create another answer that is true but does not support the inference.

Make an inference on your own.

Go back to the reading. What can the reader infer about how civic participation affects a community? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how civic participation affects a community?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with evidence from the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing

TEKS 5.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference, then prove it with the exact words that connect ideas to community action.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The town made changes because community members shared ideas.

CHOOSE C. Shared ideas can lead to changes in a community. The passage says shared ideas can lead to repairs, signs, and new programs. A is a Too broad trap. B is an Opposite trap.

SHOW The town may make repairs, add a sign, or create a program because people shared ideas. Those actions show that the community listened and responded.

OWN People who share ideas can help their community work toward solutions. The text says civic life gives people ways to discuss ideas and work toward solutions.

DEFEND True detail, not support. The actions may seem small is true, but by itself it does not show that the community valued shared ideas. The sentence also says the actions can lead to changes.

YOUR TURN Answers vary. One example: Civic participation can help shape a community over time. Proof: Even so, communities are shaped by the people who live in them.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing

TEKS 5.6(F) · Inferencing · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.”

Which sentence best supports the inference that the community valued the speaker's ideas?

- A** Local decisions affect people more quickly when made close to home.
- B** The community ignored all shared ideas when making local changes.
- C** The community made local changes because people shared their ideas.
- D** The speaker won a prize for sharing local community ideas.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the first wrong choice because it is a true detail from the excerpt, even though it does not support the inference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is C.

Local decisions affect people more quickly when made close to home.

- A** True detail, not support trap. This tells how local decisions affect people, but it does not show that shared ideas led to the changes.

The community ignored all shared ideas when making local changes.

- B** Opposite trap. The excerpt says changes happened because community members shared ideas.

The community made local changes because people shared their ideas. Correct.

- C** The passage connects community members' shared ideas with a town repairing a playground, adding a stop sign, or creating a new program.

The speaker won a prize for sharing local community ideas.

- D** Not in the text trap. The passage does not mention a speaker winning a prize.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 26 of 36 · Cluster 6 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer Rosa's feelings from clues in the story.

I can use Rosa's actions and thoughts as evidence.

I can check that my inference fits the historical setting.

THIS WEEK'S FOCUS

Inferencing

from “A Gift that Welcomed Millions”

Inferring feelings in historical fiction: An **inference** is an idea the author does not state directly, but clues support it. STAAR asks: **What can the reader infer about how the main character feels on arriving in a new land?** Watch for traps such as **Not in the text**, **Opposite**, **misreads awareness**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing

TEKS 5.6(F) • Inferencing • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer Rosa's feelings as she arrives in a new land. An inference is an idea the text proves through clues.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show evidence, own our thinking, and defend against the Opposite, misreads awareness trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 3 . a class or student copy of "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how Rosa can feel both fear and hope.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about Rosa's feelings."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the main character feels on arriving in a new land?** Find the clue words.

"Rosa wondered how many people before her had stared at it with the same mixture of fear and hope."

I CAN | I can notice words that help me infer Rosa's feelings when she arrives.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about Rosa's feelings."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A mixture means Rosa feels more than one emotion. Look for both fear and hope."

▶ *Read the sentence twice. Students underline fear and hope.*

ANSWER KEY: Rosa feels afraid but hopeful.

CHECK FOR UNDERSTANDING

Ask students to point to both feeling words.

COMMON MISCONCEPTION

Students may choose only fear and miss the hope in the sentence.

POSSIBLE STUDENT QUESTION

How can she feel two ways at once?
A new place can feel scary and exciting.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding feeling clues. Keep the demand at this level.

RAISE THE THINKING

Ask which earlier details show fear and which show hope.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how the main character feels on arriving in a new land?** Pick the answer the text proves.

"The city looked noisy, busy, and full of possibilities."

- A** Rosa feels completely comfortable in the new city. • **B** Rosa feels hopeful but unsure in the new city. • **C** Rosa feels angry about leaving her old home.

I CAN | I can choose the best inference about Rosa's feelings and avoid trap answers.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Possibilities show hope, while noisy and busy show that the place feels unfamiliar."

▶ *Students choose the best inference, then explain why one wrong choice is a trap.*

ANSWER KEY: B. Rosa feels hopeful but unsure in the new city.

CHECK FOR UNDERSTANDING

Ask which word supports hope.

COMMON MISCONCEPTION

Students may choose that Rosa feels completely comfortable right away.

POSSIBLE STUDENT QUESTION

Why is that choice wrong? The text says the place is unfamiliar and life is not easy.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask what later detail shows the city becomes more familiar.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that Rosa feels nervous but hopeful?** Explain how it proves the inference.

"She worried that she might say something wrong, but her father gave her an encouraging smile."

I CAN | I can explain how Rosa's actions and the text prove her mixed feelings.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail gives evidence for both feelings. Explain each part with because."

▶ *Students underline worried and encouraging smile, then complete a because sentence.*

ANSWER KEY: Rosa is nervous because she may make a mistake, but hopeful because her father encourages her.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves Rosa feels mixed emotions because...

COMMON MISCONCEPTION

Students may repeat the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why does the smile matter? It shows Rosa receives support during a stressful moment.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how Rosa's quiet voice adds to the feeling of nervousness.

TODAY'S THINKING JOB

OWN

"I can make my own inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Rosa feels on arriving in a new land?** Write your inference and one piece of proof.

"The city looked noisy, busy, and full of possibilities."

I CAN | I can write an inference about Rosa's feelings and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make my own inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Write what Rosa feels, then use a detail that proves your idea."

▶ *Students write one inference and copy one sentence or phrase as proof.*

ANSWER KEY: Rosa feels hopeful but unsure. Proof: The city is full of possibilities, but it is noisy and busy.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that Rosa feels only happy. The passage shows mixed feelings.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words in the passage that match the feeling.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how Rosa's feelings change after she learns new skills.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Rosa feels completely comfortable in the new land.** Explain why it is a trap and name the trap.

"Each new skill made the unfamiliar place feel more like home."

I CAN | I can use the text to explain why a tempting opposite answer is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This trap notices that Rosa adjusts, but it turns that partial change into the opposite idea."

▶ *Students name the trap and explain how unfamiliar disproves completely comfortable.*

ANSWER KEY: Opposite, misreads awareness. Rosa feels more at home, but the place is still unfamiliar.

CHECK FOR UNDERSTANDING

Ask students to point to the word that disproves completely comfortable.

COMMON MISCONCEPTION

Students may choose the trap because Rosa makes friends and learns new skills.

POSSIBLE STUDENT QUESTION

What does awareness mean here? Rosa notices and handles the new place, but that does not mean she feels fully comfortable.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an opposite answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a better inference using both unfamiliar and home.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how Rosa feels on arriving in a new land? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how Rosa feels on arriving in a new land?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer Rosa's feelings and support my idea with text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the feeling first. Then copy the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Fear and hope.** Rosa feels nervous and hopeful at the same time.

CHOOSE **B.** Rosa feels hopeful but unsure in the new city. The city is full of possibilities, but it is noisy and busy, so Rosa feels hopeful but unsure. A is an Opposite, misreads awareness trap. C is a Not in the text trap.

SHOW **Worrying shows Rosa feels nervous, while her father's smile gives her hope and courage.**

OWN **Rosa feels hopeful but unsure about her new life.** The city is full of possibilities, but it is also noisy and busy.

DEFEND **Opposite, misreads awareness.** The place is still called unfamiliar, so Rosa is not completely comfortable yet. It only feels more like home as she learns.

YOUR TURN **Answers vary.** One example: Rosa feels nervous but hopeful. Proof: Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.”

What can the reader infer about how Rosa feels on arriving in a new land?

- A** Rosa feels nervous but hopeful about her new life.
- B** Rosa feels completely comfortable in this new land.
- C** Rosa feels angry about leaving her old home behind.
- D** Rosa feels encouraged by her father during the inspection.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a partial detail or an unsupported feeling instead of the full mixed-feelings inference.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is A.

- A Rosa feels nervous but hopeful about her new life. Correct.**
The mixture of fear and hope shows that Rosa feels nervous about arriving, but hopeful about what comes next.
- B Rosa feels completely comfortable in this new land.**
Opposite, misreads awareness trap. It treats Rosa's awareness of the new place and her father's support as proof that she is fully comfortable. The passage instead shows fear and worry.
- C Rosa feels angry about leaving her old home behind.**
Not in the text trap. The passage says Rosa missed her old home, but it never says she felt angry about leaving Italy.
- D Rosa feels encouraged by her father during the inspection.**
True but not the answer trap. Her father's smile encourages her, but this choice gives only one detail, not Rosa's overall mixed feelings about arriving.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing

TEKS 5.6(F) · Inferencing · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare ideas from both texts about welcoming others.

I can use clues from both texts to make one strong inference.

I can check each answer because a trap may describe only one text.

THIS WEEK'S FOCUS

Inferencing

from “A Gift that Welcomed Millions”

An **inference** is an idea the texts support even when they do not say it directly. STAAR asks: **What can the reader infer about welcoming others from both texts? Use evidence.** Watch for **Describes one text only**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing

TEKS 5.6(F) • Inferencing • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will compare inferences across two texts. We will use clues from both texts to build one strong idea.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show evidence, write our own inference, and defend against the Describes one text only trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 6 Module 4 . a class or student copy of "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why a comparison inference needs evidence from both texts.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about welcoming others."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about welcoming others from both texts?** Find the clue words.

"The statue seemed to stand watch over the harbor, greeting every ship that passed."

I CAN | I can notice exact words that support an inference across two texts.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about welcoming others."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Greeting means welcoming. Picture the statue watching over every arriving ship."

▶ *Read the sentence twice. Students underline stand watch and greeting every ship.*

ANSWER KEY: Greeting every ship shows a welcoming message.

CHECK FOR UNDERSTANDING

Ask what the statue seems to do for newcomers.

COMMON MISCONCEPTION

Students may say the statue literally speaks to ships. The clue supports an idea about welcome.

POSSIBLE STUDENT QUESTION

How can a statue welcome people? Its message and appearance can make people feel welcomed.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding welcome clues. Keep the demand at this level.

RAISE THE THINKING

Ask how another part of the passage shows welcome.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by both texts."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about welcoming others from both texts?** Pick the answer both texts support.

"Even though they spoke different languages, many had smiled when they first caught sight of the statue."

- A** Welcome helps newcomers feel they belong. • **B** The statue welcomes newcomers by itself. • **C** Rosa learns English without any help.

I CAN | I can compare clues from the statue and Rosa's school experience.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 28 of 36 • Cluster 6 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference supported by both texts."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for an idea that connects the statue's welcome with people helping newcomers."

▶ *Students choose an answer, then point to one clue from each text.*

ANSWER KEY: A. Welcome helps newcomers feel they belong.

CHECK FOR UNDERSTANDING

Ask which words show that newcomers felt hope or welcome.

COMMON MISCONCEPTION

Students may choose an answer about only the statue. The question asks about both texts.

POSSIBLE STUDENT QUESTION

Why must I use both texts? The best inference connects their shared idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about comparing supported inferences. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how the school clue adds to the statue clue.

TODAY'S THINKING JOB

SHOW

"I can show how evidence proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that welcoming others helps newcomers belong?** Explain how it proves the idea.

"Several students spoke Italian and helped her follow directions."

I CAN | I can explain how a detail from one text connects to a detail from the other text.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how evidence proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail proves welcome because students notice Rosa's need and help her belong."

▶ *Have students connect this sentence to the statue's greeting with the word both.*

ANSWER KEY: Students helped Rosa belong in a new place.

CHECK FOR UNDERSTANDING

Ask students to finish: This shows welcome because...

COMMON MISCONCEPTION

Students may only repeat spoke Italian. They must explain how the help supports belonging.

POSSIBLE STUDENT QUESTION

Why is help stronger evidence than just seeing another language? Help shows an action that welcomes someone.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining connected evidence. Keep the demand at this level.

RAISE THE THINKING

Ask what the students could have done if they had not welcomed Rosa.

TODAY'S THINKING JOB

OWN

"I can make and support a comparison inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about welcoming others from both texts?** Write your inference and use proof from both.

"Her teacher explained that students from many places could learn from one another while becoming part of the same community."

I CAN | I can write one inference that connects evidence from both texts.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make and support a comparison inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should connect the statue's welcome with the community's actions."

▶ *Students write one inference and two proof details, one from each text.*

ANSWER KEY: Welcome helps newcomers belong and keeps their backgrounds valued.

CHECK FOR UNDERSTANDING

Ask a student to read both proof details.

COMMON MISCONCEPTION

Students may write two separate facts instead of one shared inference.

POSSIBLE STUDENT QUESTION

How do I know my inference compares both texts? It should explain what the two clues have in common.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a shared inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether welcome always means making people change who they are.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Statue of Liberty welcomes newcomers, but people do not help them belong.** Explain why it is a trap and name the trap.

"Several students spoke Italian and helped her follow directions."

I CAN | I can use evidence from both texts to reject an answer that ignores one text.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer describes the statue text only. The school text also shows welcome through helpful actions."

▶ *Students name the trap and cite the sentence that shows people helped Rosa.*

ANSWER KEY: Describes one text only. Students helped Rosa belong.

CHECK FOR UNDERSTANDING

Ask which text the wrong answer ignores.

COMMON MISCONCEPTION

Students may accept the answer because the statue really does welcome arrivals.

POSSIBLE STUDENT QUESTION

Why is it still a trap if part of it is true? It does not answer what both texts show.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about rejecting an answer about one text. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it uses both texts.

Make your own comparison inference.

Use both texts. Answer: What can the reader infer about welcoming others? Write one inference and copy one sentence from each text as proof.

Go back to the reading.

What can the reader infer about welcoming others from both texts?

Write your inference. Then copy one sentence from each text that proves it.

I CAN | I can compare two text clues and support one inference.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inferencing

TEKS 5.6(F) · Inferencing · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Use both texts. Write one shared inference, then prove it with exact evidence 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.

Answers, across the five thinking levels.

NOTICE **Greeting every ship.** The statue seems to welcome many newcomers as they arrive.

CHOOSE **A.** Welcome helps newcomers feel they belong. The statue greets arrivals, and classmates help Rosa join the community. B is a Describes one text only trap. C is a Misreads a detail trap.

SHOW **This detail shows that classmates welcomed Rosa by helping her understand school.** Their help made the new place feel more like home, just as the statue made arrivals feel hopeful.

OWN **Welcoming others means helping newcomers become part of a community while respecting where they came from.** The statue welcomed arriving ships, and Rosa's classmates helped her follow directions.

DEFEND **Describes one text only.** The answer notices the statue but ignores the students who helped Rosa follow directions and belong.

YOUR TURN **Answers vary.** One example: Welcoming others can give newcomers hope and help them belong. Proof: The statue seemed to stand watch over the harbor, greeting every ship that passed. Several students spoke Italian and helped her follow directions.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“She also taught her classmates songs and words from Italy. Her teacher explained that students from many places could learn from one another while becoming part of the same community.”

What can the reader infer about welcoming others from both texts?

- A** The statue alone welcomes all arriving families.
- B** Newcomers must leave their old traditions behind.
- C** Every newcomer feels completely at home quickly.
- D** Welcome helps newcomers belong and share traditions.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it mentions one true detail but does not compare both texts.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is D.

- A The statue alone welcomes all arriving families.**
Describes one text only trap. The answer ignores Rosa's classmates and teacher.
- B Newcomers must leave their old traditions behind.**
Opposite trap. Rosa teaches classmates songs and words from Italy.
- C Every newcomer feels completely at home quickly.**
Too broad trap. The passage says life was not easy and Rosa adjusted slowly.
- D Welcome helps newcomers belong and share traditions. Correct.**
The statue gives arriving newcomers hope, while Rosa learns from classmates and shares traditions in her new community.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Inference

TEKS 5.6(F) · Inference · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use images in a poem as clues for an inference.

I can connect the poet's words to an idea that is not stated directly.

I can prove my inference with exact words from the poem.

THIS WEEK'S FOCUS

Inferencing

from “One Voice Can Start a Wave”

Inferring meaning in imagery: An **inference** is an idea the poem suggests through clues and images.

STAAR asks: **What can the reader infer about the wave described in lines 1 and 2?** Watch for **Word association from the lines, Not in the text, and Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we will infer what images mean in a poem. We will use clues from the poem to make a smart idea.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice the STAAR question pattern about the wave. We will also defend our answers against traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 1 . a class or student copy of "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why the wave is an image, not a real water wave.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words in an image."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the wave described in lines 1 and 2?** Find the clue words.

"One voice speaks, another hears, A question grows and conquers fears."

I CAN | I can notice clue words that help me infer what an image means.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words in an image."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The poem does not mean a real water wave. Look at what grows and what it changes."

▶ *Read the lines twice. Students underline grows and conquers fears.*

ANSWER KEY: The question grows and conquers fears.

CHECK FOR UNDERSTANDING

Ask students what grows in these lines.

COMMON MISCONCEPTION

Students may think wave always means water. The poem connects the image to voices and ideas.

POSSIBLE STUDENT QUESTION

How can a question grow? It can spread as more people hear and share it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the image clue. Keep the demand at this level.

RAISE THE THINKING

Ask what the growing question might cause people to do.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the wave described in lines 1 and 2?** Pick the answer the poem proves.

"A whisper travels down the street, Then other voices rise to meet."

- A** It shows a real water wave moving down the street. • **B** It shows voices joining and growing stronger. • **C** It shows people staying silent instead of joining.

I CAN | I can choose the inference that best explains the poem's image.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 29 of 36 • Cluster 7 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The wave is an image for voices spreading and joining. Check each choice against the proof words."

▶ *Students choose privately, then explain which words support their choice.*

ANSWER KEY: B. It shows voices joining and growing stronger.

CHECK FOR UNDERSTANDING

Ask students to point to the words that show the wave growing.

COMMON MISCONCEPTION

Students may choose a literal water wave because wave often means moving water. The poem uses the image to show voices spreading.

POSSIBLE STUDENT QUESTION

Why is the water answer a trap? The poem describes voices, not water.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how one whisper can become many voices.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that the wave represents growing influence?** Explain how it proves it.

"A thought once spoken all alone Can quickly find a stronger tone."

I CAN | I can explain how the poem's imagery proves an inferred meaning.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must explain the image, not just repeat a word from it."

▶ *Have students circle alone and stronger tone. Ask them to connect the two clues.*

ANSWER KEY: A shared thought can become more powerful.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves growing influence because...

COMMON MISCONCEPTION

Students may say only that the thought is spoken. They must explain how its strength changes.

POSSIBLE STUDENT QUESTION

Why does stronger tone matter? It shows the idea gains power after it is shared.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what makes the thought stronger.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about a brave question?** Write your inference and one piece of proof.

"A voice may start out soft and small, Yet one brave question can reach all."

I CAN | I can make my own inference about the image and support it with exact text.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go one step beyond the words, but the words must support it."

▶ *Students write an inference and copy the proof sentence on the OWN row.*

ANSWER KEY: A brave question can spread to many people.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write that every question reaches everyone. The poem says one brave question can reach all.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? I can point to words that show the idea spreading.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how soft and small can still become powerful.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The wave is made of water.** Explain why it is a trap and name the trap.

"One voice can start a mighty wave."

I CAN | I can explain why a tempting answer misuses the poem's image.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer with proof."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This trap grabs the word wave and ignores what starts it: one voice."

▶ Students name the trap and use the sentence to explain why the answer fails.

ANSWER KEY: Word association from the lines. A voice starts the wave, not water.

CHECK FOR UNDERSTANDING

Ask students to name what starts the wave.

COMMON MISCONCEPTION

Students may accept the answer because real waves are made of water. This poem uses wave as an image.

POSSIBLE STUDENT QUESTION

Why can a familiar meaning be wrong? The surrounding clues show how the author uses the word.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a word association fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to write another literal trap for the word wave.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how voices create change? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how voices create change?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the poem's imagery and prove it with text.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **Grows and conquers fears.** The question suggests that an idea can become stronger and help people feel brave.

CHOOSE **B.** It shows voices joining and growing stronger. The whisper travels, other voices rise to meet it, and the thought finds a stronger tone. A is a Word association from the lines trap. C is an Opposite trap.

SHOW **The thought begins alone but finds a stronger tone.** This shows that sharing an idea can give it more power.

OWN **A brave question can begin quietly but reach many people.** Proof: one brave question can reach all.

DEFEND **Word association from the lines.** The word wave is connected to a voice, so the poem uses wave as an image for an effect that spreads.

YOUR TURN **Answers vary.** One example: Shared voices can help people create change. Proof: People can gather, write, and speak, To help protect the change they seek.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.”

What can the reader infer about the wave described in lines 1 and 2?

- A** It shows a real water wave moving down the street.
- B** It shows voices growing stronger as they join.
- C** It shows people refusing to listen to others.
- D** It shows each thought growing stronger when alone.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inference

TEKS 5.6(F) · Inference · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses a familiar meaning of wave or treats one detail as the whole image.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is B.

- A It shows a real water wave moving down the street.**
Word association from the lines trap. The poem connects the wave to voices and thoughts, not water.
- B It shows voices growing stronger as they join. Correct.**
The whisper travels, other voices join, and the thought finds a stronger tone.
- C It shows people refusing to listen to others.**
Opposite trap. Other voices rise to meet the whisper, so people are listening and joining.
- D It shows each thought growing stronger when alone.**
Misreads a detail trap. The thought becomes stronger after it is spoken and shared.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inference

TEKS 5.6(F) · Inference · Week 29 of 36 · Cluster 7 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what happens when people speak up together.

I can connect clues across stanzas to understand a bigger idea.

I can use exact words from the poem to prove my thinking.

THIS WEEK’S FOCUS

Inferencing

from “One Voice Can Start a Wave”

An **inference** is an idea the poem suggests through clues across stanzas. STAAR asks: **What does the poem suggest about what happens when one voice speaks up?** Watch for **Goes beyond the text**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Inferencing

TEKS 5.6(F) • Inferencing • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we will infer across stanzas. We will connect clues to understand what one voice can begin.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will practice the STAAR question: what happens when one voice speaks up? We will also defend our answers against traps.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 2 . a class or student copy of "One Voice Can Start a Wave" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference needs clues from the poem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about one voice."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the poem suggest about what happens when one voice speaks up?** Find the clue words.

"One voice speaks, another hears, A question grows and conquers fears."

I CAN | I can notice clue words that help me infer what one voice can begin.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about one voice."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Listen for what happens after one voice speaks. The poem says another voice hears."

▶ *Read the lines twice. Students underline speaks and hears.*

ANSWER KEY: One voice speaks, and another hears.

CHECK FOR UNDERSTANDING

Ask: What happens after one voice speaks?

COMMON MISCONCEPTION

Students may say the voice is loud. The clue is about being heard, not volume.

POSSIBLE STUDENT QUESTION

Why does hears matter? It shows that one voice reaches another person.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the first clue. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen after someone hears the voice.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the poem suggest about what happens when one voice speaks up?** Pick the answer the poem proves.

"Their separate voices formed a call, And one by one they joined them all."

- A** One voice makes everyone else agree right away. • **B** One voice keeps other people from speaking up. • **C** One voice can inspire others to join.

I CAN | I can choose the inference supported by clues across the stanzas.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best answer explains what happens after people share separate voices."

▶ *Students choose privately. Then partners point to the proof words.*

ANSWER KEY: C. One voice can inspire others to join.

CHECK FOR UNDERSTANDING

Ask which words show that people joined.

COMMON MISCONCEPTION

Students may choose that one person solved everything alone. The poem shows voices joining.

POSSIBLE STUDENT QUESTION

How do I know the answer goes beyond one detail? I connect voices formed a call with joined them all.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this clue connects to the last line.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that one voice can lead to group action?** Explain how it proves it.

"Some wrote petitions, some would meet, Some joined in protest in the street."

I CAN | I can explain how a detail from one stanza supports an idea across the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just name the detail. Explain how the actions prove the bigger idea."

▶ *Students underline wrote, meet, and joined. Have them finish: This proves group action because...*

ANSWER KEY: The people took several actions together after speaking up.

CHECK FOR UNDERSTANDING

Ask: Which action shows people joined others?

COMMON MISCONCEPTION

Students may say the people only talked. The poem names writing, meeting, and protesting.

POSSIBLE STUDENT QUESTION

Why are several actions helpful? They show the voices led people to act together.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what result these actions helped create later in the poem.

TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the poem suggest about what happens when one voice speaks up?** Write your inference and one piece of proof.

"And one voice still can start a wave."

I CAN | I can connect a clue from this stanza to the poem's larger message.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"A wave begins small but spreads. Use the poem's history clues to explain what spreads."

▶ *Students write the inference and copy one exact proof sentence.*

ANSWER KEY: One voice can start a larger movement.

CHECK FOR UNDERSTANDING

Ask a student to read the proof they copied.

COMMON MISCONCEPTION

Students may write that one voice makes a literal wave. The wave is an idea for growing action.

POSSIBLE STUDENT QUESTION

How can a voice start a wave? It can cause others to listen, join, and act.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how the poem moves from one voice to many voices.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **One voice always changes the government right away.** Explain why it is a trap and name the trap.

"But words alone could not complete The promise written on the sheet."

I CAN | I can use the poem to explain why an answer goes farther than the evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer sounds powerful, but always and right away go beyond what the poem proves."

▶ *Students circle always and right away. Then they write the trap name and the proof sentence.*

ANSWER KEY: Goes beyond the text. The poem says words alone could not complete the promise.

CHECK FOR UNDERSTANDING

Ask which words make the wrong answer too strong.

COMMON MISCONCEPTION

Students may accept the answer because the poem says a voice can start a wave. Starting is not finishing right away.

POSSIBLE STUDENT QUESTION

Why is this Goes beyond the text? The poem supports starting change, not instant change.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an answer with text proof. Keep the demand at this level.

RAISE THE THINKING

Ask what actions were needed after words were written.

Make an inference on your own.

Go back to the reading. Answer: What does the poem suggest about what happens when one voice speaks up? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does the poem suggest about what happens when one voice speaks up?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference across stanzas and support it with exact evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Connect clues across stanzas, then copy the exact words that prove your inference.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE One voice speaks and another hears.
This shows that one voice can make another person listen.

CHOOSE C. One voice can inspire others to join.
Their separate voices formed a call, and one by one they joined them all. A is a Goes beyond the text trap. B is an Opposite trap.

SHOW People wrote, met, and joined protests.
These actions show that speaking up led people to act together.

OWN One voice can begin a larger movement.
Proof: And one voice still can start a wave.

DEFEND Goes beyond the text. The poem says words alone could not complete the promise, so it does not prove that change happens right away.

YOUR TURN Answers vary. One example: One voice can encourage others to join and create change. Proof: Their separate voices formed a call, And one by one they joined them all.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Their separate voices formed a call, And one by one they joined them all. Then words were written, strong and clear, Of liberty the people held dear.”

What does the poem suggest about what happens when one voice speaks up?

- A** One voice can finish every change for everyone all at once.
- B** One voice can make people stop listening to each other.
- C** One voice can inspire others to join and help create change.
- D** People wrote about liberty because liberty was already fully protected.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inference

TEKS 5.6(F) · Inference · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it uses a word from the excerpt without matching the poem's full idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is C.

One voice can finish every change for everyone all at once.

- A** Goes beyond the text trap. The poem shows people joining and continuing to work, not finishing every change for everyone all at once.

One voice can make people stop listening to each other.

- B** Opposite trap. The poem shows voices joining and people listening, not stopping each other from listening.

One voice can inspire others to join and help create change. Correct.

- C** The poem shows voices forming a call, people joining, and continuing to work for rights.

People wrote about liberty because liberty was already fully protected.

- D** Misreads a detail trap. The poem says people held liberty dear, but it also says some freedoms had not reached everyone yet.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inference

TEKS 5.6(F) · Inference · Week 30 of 36 · Cluster 7 · Module 2 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how trying and learning help a speaker grow.

I can use the poem's clues to explain how the speaker changes.

I can check choices for proof and reject trap answers.

THIS WEEK'S FOCUS

Inferencing

from “Try, Learn, Change”

Inferring a speaker's growth. An **inference** is an idea the poem supports with clues. STAAR asks: What can the reader infer about how the speaker changes from trying and learning? This week we will watch for **Plausible but unsupported**, **Opposite**, and **Not in the text** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we are learning to infer how a speaker grows through trying and learning. An inference is an idea the poem supports with clues.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“Each day we will notice clues, choose the best inference, show proof, write our own inference, and defend against a trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 3 . a class or student copy of "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how a wrong answer can still help someone learn.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about growth."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: What can the reader infer about how the speaker changes from trying and learning? Find the clue words.

"Observe, then question, test, arrange, We try, we learn, and then we change."

I CAN | I can notice words that show how trying and learning change the speaker.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about growth."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The speaker names a clear order. First we try, then we learn, and then we change."

▶ *Read the lines twice. Students underline try, learn, and change.*

ANSWER KEY: Try, learn, and change show the speaker's growth.

CHECK FOR UNDERSTANDING

Ask students to point to the word that comes after learn.

COMMON MISCONCEPTION

Students may choose only try. The full clue includes learning and changing too.

POSSIBLE STUDENT QUESTION

Why does change show growth? The speaker uses learning to make a better next choice.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding growth clues. Keep the demand at this level.

RAISE THE THINKING

Ask what causes the speaker to change.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: What can the reader infer about how the speaker changes from trying and learning? Pick the answer the poem proves.

"Good thinkers do not guard a guess; They change when facts suggest what's best."

A The speaker changes after learning from evidence • **B** The speaker always knows the answer first • **C** The speaker becomes famous for discoveries

I CAN | I can choose the inference that best explains how the speaker grows through evidence.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 31 of 36 • Cluster 7 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best answer must match both parts: trying and learning. Watch for choices that add unsupported details."

▶ *Students choose privately, then explain which words prove their choice.*

ANSWER KEY: A. The speaker changes after learning from evidence.

CHECK FOR UNDERSTANDING

Ask students which words show the speaker changes.

COMMON MISCONCEPTION

Students may choose a choice that says the speaker never makes mistakes. The poem says wrong first answers can happen.

POSSIBLE STUDENT QUESTION

What makes a choice unsupported? The poem does not give proof for that idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to name the trap in one wrong choice.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the speaker learns from mistakes?** Explain how it proves the inference.

"Each failed attempt became a clue That helped them choose what next to do."

I CAN | I can explain how a detail about failure proves that learning helps the speaker grow.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The important connection is between failure and the next choice. A mistake becomes useful evidence."

▶ *Students circle failed attempt and clue. Ask them to complete: This proves growth because...*

ANSWER KEY: Failures become clues for the next choice.

CHECK FOR UNDERSTANDING

Ask students to explain why a failed attempt is useful.

COMMON MISCONCEPTION

Students may say failure ends the process. The poem says failure helps the next test.

POSSIBLE STUDENT QUESTION

Does a failed attempt mean the speaker did not learn? No. It becomes a clue for the next step.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves growth. Keep the demand at this level.

RAISE THE THINKING

Ask what the speaker might do after finding a clue.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: What can the reader infer about how the speaker changes from trying and learning? Write your inference and one piece of proof.

"A wrong first answer isn't strange; New information helps us change."

I CAN | I can explain how learning from mistakes helps the speaker grow.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and proof."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go beyond copying the line. Explain what the line shows about the speaker's growth."

▶ *Students write one inference and copy one exact proof sentence.*

ANSWER KEY: The speaker sees mistakes as chances to change.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may write only that a wrong answer happens. Add what the speaker learns from it.

POSSIBLE STUDENT QUESTION

How do I know my inference is supported? Point to words about wrong answers and new information.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this idea could change the speaker's next attempt.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer with exact evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker changes only because the first answer was careless.** Explain why it is a trap and name the trap.

"Changing her answer did not mean Her thinking failed or was unseen."

I CAN | I can explain why a tempting answer is unsupported by the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer with exact evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer sounds possible, but the poem gives a different reason for changing. We must use the exact evidence."

▶ Students name the trap and underline the words that reject the wrong idea.

ANSWER KEY: Plausible but unsupported. The poem connects change to evidence, not carelessness.

CHECK FOR UNDERSTANDING

Ask students which words disprove the student's answer.

COMMON MISCONCEPTION

Students may accept the answer because a careless person can change an answer. That idea is not supported here.

POSSIBLE STUDENT QUESTION

Why is this not just a guess? The poem says the evidence showed a stronger answer.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an unsupported answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a better inference about why the speaker changes.

Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about how the speaker changes from trying and learning? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about how the speaker changes from trying and learning?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about growth and prove it with the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write your inference first. Then copy the exact sentence that proves it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Try, learn, and change. These words show that the speaker grows by using each experience to improve.

CHOOSE A. The speaker changes after learning from evidence. The poem says good thinkers change when facts suggest what's best. B is an Opposite trap. C is a Not in the text trap.

SHOW Failed attempts become clues. The speaker uses mistakes to decide what to try next.

OWN The speaker learns that a wrong first answer can lead to growth. Proof: A wrong first answer isn't strange; New information helps us change.

DEFEND Plausible but unsupported. The poem says changing an answer does not mean thinking failed. It shows that evidence led to a stronger answer.

YOUR TURN Answers vary. One example: The speaker learns to use mistakes and evidence to make better choices. Proof: Each failed attempt became a clue That helped them choose what next to do.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.”

What can the reader infer about how the speaker changes from trying and learning?

- A** The speaker keeps the same first answer.
- B** The speaker learns and changes with evidence.
- C** The speaker becomes a famous scientist.
- D** The speaker grows more confident each try.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it sounds possible instead of checking which idea the excerpt proves.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is B.

- A The speaker keeps the same first answer.**
Opposite trap. The poem says new information helps the speaker change.
- B The speaker learns and changes with evidence. Correct.**
The excerpt shows that new information helps the speaker change after trying and learning.
- C The speaker becomes a famous scientist.**
Not in the text trap. The poem does not say the speaker becomes famous or is a scientist.
- D The speaker grows more confident each try.**
Plausible but unsupported trap. The poem shows learning and change, but it does not say the speaker becomes more confident.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is 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.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare inferences and choose the one the text proves best.

I can use evidence to decide how change works in different situations.

I can spot answers that stretch one small detail too far.

THIS WEEK'S FOCUS

Inferencing

from “Try, Learn, Change”

Evaluating competing inferences: An **inference** is an idea the poems support with clues. This week I will compare ideas about change and ask, **Which inference about change is best supported by both poems?** I will watch for traps such as **Overstated from a small detail**, **Opposite**, and **Reverses the process**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Inferencing

TEKS 5.6(F) • Inferencing • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will compare competing inferences about change and use evidence to decide which ideas the poems really support.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will also practice spotting traps, especially answers that stretch one small detail into a much bigger claim.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 7 Module 4 . a class or student copy of "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference must be supported by more than a guess.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words about change."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence best supports the idea that** good thinkers use clues before changing a plan? Find the clue words.

"We NOTICE first what brings the strain."

I CAN | I can notice exact words that support an inference about changing a plan.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words about change."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The word NOTICE tells us to look closely before we act. That clue supports careful thinking."

▶ Read the sentence twice. Students underline NOTICE and strain.

ANSWER KEY: NOTICE first; notice what brings the strain.

CHECK FOR UNDERSTANDING

Ask students which word tells thinkers to look closely first.

COMMON MISCONCEPTION

Students may choose change because it is the week's topic. The clue must support the inference.

POSSIBLE STUDENT QUESTION

Why does NOTICE matter? It shows that good thinkers gather information before acting.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask what a thinker might do after noticing the strain.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader conclude about Kendrix?** Pick the inference the poem proves.

"The evidence refused to fit The answer she had chosen first."

A She keeps her first plan when new evidence does not fit. • **B** She changes her plan when new evidence does not fit. • **C** She changes her plan because another gardener advises her.

I CAN | I can compare choices and select the inference best supported by evidence.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the poem proves."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Kendrix sees that the evidence does not fit her first answer, so she changes her plan."

▶ *Students choose the best inference, then explain why one wrong choice is a trap.*

ANSWER KEY: B. She changes her plan when new evidence does not fit.

CHECK FOR UNDERSTANDING

Ask students which words prove Kendrix changed her thinking.

COMMON MISCONCEPTION

Students may choose that another gardener advised Kendrix. The poem gives no such detail.

POSSIBLE STUDENT QUESTION

How do I know she changed? The evidence did not fit her first answer, so she changed the plan.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether changing a plan is shown as weakness or growth.

TODAY'S THINKING JOB

SHOW

"I can show how a detail proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that** Kendrix is willing to revise her thinking? Explain how it proves it.

"She touched the soil and watched each leaf, Then changed the plan she'd first believed."

I CAN | I can explain how a specific detail supports an inference about changing a plan.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail proves an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The strongest detail shows both her careful observation and her action. Connect the evidence to the inference with because."

▶ *Students underline watched and changed, then complete: This proves she revises because...*

ANSWER KEY: She watches the evidence and changes her plan.

CHECK FOR UNDERSTANDING

Ask students to explain why watching the leaves matters.

COMMON MISCONCEPTION

Students may copy the detail without explaining how it proves the inference.

POSSIBLE STUDENT QUESTION

Why is this better than the sentence about adding water? It shows what she did after the first plan failed.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Kendrix defended her first plan.

TODAY'S THINKING JOB

OWN

"I can make and support my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the poem, what can the reader infer about changing a claim?** Write your inference and one piece of proof.

"To change a claim when facts demand Shows stronger thinking, not less stand."

I CAN | I can write an inference about change and support it with exact evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make and support my own inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The poem gives a clear message: changing after learning is a strength. Your inference should go one step beyond the words and stay supported."

▶ *Students write one inference and copy the sentence that proves it.*

ANSWER KEY: Changing after facts demand it shows stronger thinking.

CHECK FOR UNDERSTANDING

Ask a student to read the proof for the inference.

COMMON MISCONCEPTION

Students may say changing is always good. The poem supports changing when facts demand it.

POSSIBLE STUDENT QUESTION

Does the poem say change is always needed? No. It says change is needed when facts show the first idea is wrong.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask students to compare changing because of facts with changing without thinking.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Kendrix changes her plan, so every change is easy.** Explain why it is a trap and name the trap.

"The plants recovered day by day Because new evidence changed her way."

I CAN | I can use the poem to explain why an overstated inference is wrong.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The wrong answer stretches one example into a rule about every change. That is more than the poem proves."

▶ Students name the trap and write the words that limit the claim to Kendrix's situation.

ANSWER KEY: Overstated from a small detail; one example does not prove every change is easy.

CHECK FOR UNDERSTANDING

Ask which words in the trap make its claim too large.

COMMON MISCONCEPTION

Students may accept the trap because the plants recovered. Recovery does not mean every change is easy.

POSSIBLE STUDENT QUESTION

What makes this overstated? It changes one example into a claim about every change.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an inference goes too far. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it is supported.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about strong problem solving? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about strong problem solving?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and support it with exact evidence from the poem.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference, then point to the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **NOTICE first and look for clues.** The poem says thinkers look at what brings the strain before choosing what to do.

CHOOSE **B.** She changes her plan when new evidence does not fit. The evidence did not fit her first answer, so she changed the plan. A is an Opposite trap. C is a Not in the text trap.

SHOW **She touched the soil and watched each leaf, then changed her plan.** This proves she used new evidence instead of defending her first idea.

OWN **Changing a claim can show strong thinking.** The poem says facts may demand a change and that this shows stronger thinking.

DEFEND **Overstated from a small detail.** The poem shows Kendrix's plants recovered after she changed her plan, but it does not prove every change is easy.

YOUR TURN **Answers vary.** One example: Strong problem solving includes checking results and changing when needed. Proof: We learn, revise, and rearrange, Because good thinkers know to change.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inference

TEKS 5.6(F) · Inference · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“We learn, revise, and rearrange, Because good thinkers know to change. A wrong first answer isn’t strange; New information helps us change.”

Which inference about change is best supported by both poems?

- A** Good thinkers keep their ideas when new information shows their first answer fails.
- B** Good thinkers revise one answer, so every plan will work the first time.
- C** Good thinkers change their ideas before they check facts or results.
- D** Good thinkers revise ideas when new information shows their first answer fails.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inference

TEKS 5.6(F) · Inference · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A wrong choice may repeat words such as change or information without matching the poems' whole idea.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is D.

- A** **Good thinkers keep their ideas when new information shows their first answer fails.**
Opposite trap. The poems say new information can lead thinkers to revise their ideas.
- B** **Good thinkers revise one answer, so every plan will work the first time.**
Overstated from a small detail trap. The poems support revising an idea, but they do not prove every plan will work the first time.
- C** **Good thinkers change their ideas before they check facts or results.**
Reverses the process trap. The poems show that thinkers check facts and results before they change ideas.
- D** **Good thinkers revise ideas when new information shows their first answer fails. **Correct.****
Both poems support the idea that good thinkers revise ideas when new information shows a first answer fails.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Inferencing

TEKS 5.6(F) · Inferencing · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how people turn concerns into action.

I can use exact text clues to explain my thinking.

I can check for answers that are too broad or unsupported.

THIS WEEK'S FOCUS

Inferencing

from “From Protest to Participation: How a Nation Changes”

Week focus: **Inferring from a research source.** An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **What can the reader infer about how protest led to participation?** This week we will watch for **Overgeneralization, too broad, Not in the text, and Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Inferencing

TEKS 5.6(F) • Inferencing • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = *say word-for-word* • ▶ = *teacher direction (do not read aloud)*

“This week we will infer how protest led to participation in a changing nation. An inference is an idea the text supports through clues.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose the best inference, show evidence, write our own inference, and defend against a broad trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 1 . a class or student copy of "From Protest to Participation: How a Nation Changes" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference is different from a fact stated directly in the passage.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about participation."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how protest led to participation?** Find the clue words.

"These actions gave ordinary people ways to participate."

I CAN | I can notice exact words that show how protest gave people ways to participate.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ► = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about participation."

► *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the actions people took. These details show participation."

► *Read the sentence twice. Students underline actions, ordinary people, and participate. They name the earlier actions that the phrase these actions refers to.*

ANSWER KEY: People participated through actions such as writing, signing petitions, boycotting goods, and making goods at home.

CHECK FOR UNDERSTANDING

Ask students to name two earlier actions that the phrase these actions refers to.

COMMON MISCONCEPTION

Students may repeat participate without naming an action. The clue asks what people did.

POSSIBLE STUDENT QUESTION

Why are these actions clues? They name ways ordinary people took part in protest.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue. Keep the demand at this level.

RAISE THE THINKING

Ask how these actions helped more people join the movement.

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how protest led to participation?** Pick the answer the text proves.

"A problem that once seemed local began to feel shared."

- A** A local problem became a shared cause. • **B** Every protest changes the whole nation forever. • **C** The colonies ignored the shared problem completely.

I CAN | I can choose the inference that best explains how a local protest became a shared movement.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 33 of 36 • Cluster 8 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the inference the text supports."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The clue shows that a local problem reached more people. That helped the movement grow."

▶ *Students choose an answer and explain which words support it.*

ANSWER KEY: A. A local problem became a shared cause.

CHECK FOR UNDERSTANDING

Ask which words show that more colonies became involved.

COMMON MISCONCEPTION

Students may choose an answer about punishment alone. The key idea is that the concern became shared.

POSSIBLE STUDENT QUESTION

What makes an inference strong? The passage must give clues that support the whole idea.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the supported inference. Keep the demand at this level.

RAISE THE THINKING

Ask how a shared problem could lead to more actions.

TODAY'S THINKING JOB

SHOW

"I can show how details support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that ordinary people participated in protest?** Explain how it proves the idea.

"These actions gave ordinary people ways to participate."

I CAN | I can explain how specific actions prove that ordinary people participated in protest.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how details support an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Evidence must prove the idea. These actions show people changed what they bought and made."

▶ *Students underline actions, ordinary people, and participate. Then they name the boycotts and home production described earlier.*

ANSWER KEY: Boycotts and making goods at home were everyday protest actions.

CHECK FOR UNDERSTANDING

Ask students to finish: These actions show participation because...

COMMON MISCONCEPTION

Students may repeat the sentence without naming the actions it refers to.

POSSIBLE STUDENT QUESTION

Why do boycotts and home production count as participation? They were actions people took to support the protest.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence. Keep the demand at this level.

RAISE THE THINKING

Ask which action would be easiest for a family to join and why.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the role of protest in change?** Write your inference and one piece of proof.

"A protest may begin the conversation."

I CAN | I can explain how protest can start a larger process of change using text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The author shows several steps in change. Use the clue to write one idea the text supports."

▶ *Students write an inference and copy one exact sentence as proof.*

ANSWER KEY: Protest can start a conversation that leads to more change.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and proof together.

COMMON MISCONCEPTION

Students may claim that every protest succeeds. The passage does not support that broad idea.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Keep your inference connected to the exact clues.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about making and supporting an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what might happen after a protest begins the conversation.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a broad trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Protest alone immediately fixed every rights problem.** Explain why it is a trap and name the trap.

"But none of those events ended every disagreement about rights, representation, equality, or citizenship."

I CAN | I can use the passage to explain why an answer makes a claim that is too broad.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a broad trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer stretches one idea too far. The passage shows that change continued over time."

▶ *Students name the trap and copy the clue that disproves the answer.*

ANSWER KEY: Overgeneralization, too broad. Problems continued after major events.

CHECK FOR UNDERSTANDING

Ask students which words show that the work continued.

COMMON MISCONCEPTION

Students may accept the answer because protests can lead to change. The word every makes it too broad.

POSSIBLE STUDENT QUESTION

Why is every a warning word? It makes a claim about all problems without proof.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why a broad answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so the claim is supported.

Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how protest led to participation? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about how protest led to participation?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about protest and support it with exact text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Write the idea first. Then copy the exact words that prove it.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The phrase these actions points to writing, signing petitions, joining groups, boycotting goods, and making goods at home. These details show that ordinary people participated.

CHOOSE A. A local problem became a shared cause. The passage says a problem that once seemed local began to feel shared. B is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW The phrase these actions refers to boycotting British goods and making goods at home. Those everyday choices gave ordinary people ways to participate in protest.

OWN Protest can start a conversation that leads to more change. Proof: A protest may begin the conversation.

DEFEND Overgeneralization, too broad. The passage says none of those events ended every disagreement, so one event did not immediately fix every rights problem.

YOUR TURN Answers vary. One example: Protest gave ordinary people ways to participate. Proof: These actions gave ordinary people ways to participate.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments.”

What can the reader infer about how protest led to participation?

- A** People can take part in change through different actions.
- B** Every protest can change an entire nation for everyone.
- C** People avoided action and accepted the old policies.
- D** People used social media to join the protest.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

A wrong choice may stretch the clue, reverse it, or add an idea the excerpt does not state.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is A.

People can take part in change through different actions. Correct.

- A** The excerpt connects people's answers with protests and other ways of creating change, so people can take part through different actions.

Every protest can change an entire nation for everyone.

- B** Overgeneralization, too broad trap. The excerpt lists some possible paths to change, not every protest or an entire nation.

People avoided action and accepted the old policies.

- C** Opposite trap. The excerpt says people's answers led to protests and other changes, so they did not avoid action.

People used social media to join the protest.

- D** Not in the text trap. The excerpt does not mention social media or online communication.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 33 of 36 · Cluster 8 · Module 1 · Slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect clues from different sections to make a strong inference.

I can use evidence to explain how a nation changes over time.

I can check choices for traps that describe only one section.

THIS WEEK'S FOCUS

Inferencing

from “From Protest to Participation: How a Nation Changes”

An **inference across sections** is an idea supported by clues from more than one part of the passage. STAAR asks: **Based on both sections, what can the reader infer about how change happens?** Watch for **Describes one section only**, **True but not the answer**, and **Goes beyond the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer across sections.

We will connect clues to explain how a nation changes over time.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose strong inferences, show proof, write our own ideas, and defend against the Describes one section only trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 2 . a class or student copy of "From Protest to Participation: How a Nation Changes" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain why an inference may need clues from more than one section.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a clue about how change begins."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on both sections, what can the reader infer about how change happens?** Find the clue words.

"A movement for major change may begin with a much smaller request."

I CAN | I can notice a clue that helps me infer how change develops across the passage.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a clue about how change begins."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The author shows that a big movement does not always start with a big demand."

▶ *Read the sentence twice. Students underline major change and smaller request.*

ANSWER KEY: Major change can begin with a smaller request.

CHECK FOR UNDERSTANDING

Ask students to point to the words that connect small and major change.

COMMON MISCONCEPTION

Students may think every movement begins with a demand for total change.

POSSIBLE STUDENT QUESTION

Does this sentence say every small request succeeds? No. It shows how a movement may begin.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding a clue about how change starts. Keep the demand at this level.

RAISE THE THINKING

Ask what other section shows people taking action after a question.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by the text."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on both sections, what can the reader infer about how change happens?** Pick the answer supported by the clues.

"That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too."

A Only group leaders can bring people into a movement. • **B** Colonists signed petitions to resist British policies. • **C** Shared concerns can bring more people into a movement.

I CAN | I can connect a clue about growing movements to the passage's larger idea about change.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference supported by the text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The best answer should explain a pattern, not just repeat one fact."

▶ Students choose privately. Then they explain which words support their choice.

ANSWER KEY: C. Shared concerns can bring more people into a movement.

CHECK FOR UNDERSTANDING

Ask students to identify the words that show a local concern becoming shared.

COMMON MISCONCEPTION

Students may choose an answer about only one event instead of the larger pattern.

POSSIBLE STUDENT QUESTION

Why is a shared concern important? It can bring more people into a movement.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the best cross-section inference. Keep the demand at this level.

RAISE THE THINKING

Ask how shared concerns connect to citizen participation later in the passage.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that informed participation helps change continue?** Explain how it proves the inference.

"Reliable information also helps citizens recognize rumors or incomplete claims."

I CAN | I can explain how evidence from one section connects to the passage's larger idea about change.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Do not just name the detail. Explain how it proves the idea."

▶ *Have students underline reliable information, citizens, and recognize rumors or incomplete claims. Ask them to add because.*

ANSWER KEY: Reliable information helps citizens judge claims during civic participation.

CHECK FOR UNDERSTANDING

Ask students to finish: This supports the inference because...

COMMON MISCONCEPTION

Students may say only that citizens have strong feelings. The detail focuses on information, not feelings.

POSSIBLE STUDENT QUESTION

Why does information matter? It helps citizens judge claims before they take part in decisions.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this detail connects to people using evidence to judge a policy.

TODAY'S THINKING JOB

OWN

"I can write my own inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on both sections, what can the reader infer about how change happens?** Write your inference and one piece of proof.

"They can use evidence to judge whether a policy is working."

I CAN | I can combine clues from the passage to explain how citizens keep improving a nation.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and support it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should go beyond one sentence but stay inside the proof of the passage."

▶ *Students write one inference and copy one exact sentence as proof.*

ANSWER KEY: Citizens help change continue by preserving valuable principles, questioning unfair practices, and using evidence to judge policies.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and explain how the proof supports it.

COMMON MISCONCEPTION

Students may write that change ends after a law or decision.

POSSIBLE STUDENT QUESTION

How do I avoid going beyond the text? Use words and ideas the passage supports.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask whether questioning an unfair practice always means rejecting every old idea.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **A nation changes when citizens vote.** Explain why it is a trap and name the trap.

"Voting is one important form of participation. But it is not the only one."

I CAN | I can use evidence to explain why a one-section answer does not answer the larger question.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer names one real action, but it leaves out the larger pattern across the passage."

▶ *Students write the trap name and cite the second sentence as proof.*

ANSWER KEY: Describes one section only. Voting is important, but it is not the only way to participate.

CHECK FOR UNDERSTANDING

Ask students to name two other ways people participate.

COMMON MISCONCEPTION

Students may accept the answer because voting is important. Important does not mean it is the only way to participate.

POSSIBLE STUDENT QUESTION

Why is this trap tempting? It uses a true detail but describes only one part of the passage.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a one-section answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so it explains the whole passage.

Make an inference on your own.

Go back to the reading. Answer: How does the passage show that change continues? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
How does the passage show that change continues?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference across sections and prove it with exact text.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference across the passage. Then copy exact proof and explain how it supports your idea.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Major change can begin with a small request. The words smaller request and major change show that change may grow over time.

CHOOSE C. Shared concerns can bring more people into a movement. The proof words problem seemed local, feel shared, and movements grow show that shared concerns can bring more people into a movement. A is an Opposite trap. B is a Describes one section only trap.

SHOW The detail shows that reliable information helps citizens recognize rumors or incomplete claims. This supports the inference because informed citizens can make better choices and keep working toward change.

OWN Change continues when citizens preserve valuable principles, question unfair practices, and use evidence to judge policies. The passage shows that citizens can keep working toward better results.

DEFEND Describes one section only. Voting is one way people participate, but the passage also names meetings, volunteering, petitions, service projects, research, and respectful debate.

YOUR TURN Answers vary. One example: Change continues when citizens use evidence and participation to improve their communities. Proof: They can use evidence to judge whether a policy is working.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.”

Based on both sections, what can the reader infer about how change happens?

- A** A nation changes after one final decision.
- B** Citizens change a nation by voting in elections.
- C** A nation changes as citizens keep working.
- D** Disagreement keeps a nation from changing.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong choice because it focuses on one detail or action instead of the whole pattern.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

- A A nation changes after one final decision.**
Opposite trap. The passage says the work is not finished after a decision, so change does not end with one decision.
- B Citizens change a nation by voting in elections.**
Describes one section only trap. Voting is one form of participation, but the passage names many other ways people create change.
- C A nation changes as citizens keep working. Correct.**
The passage connects early questions and actions with later civic work, showing that a nation changes as citizens keep working with rights, evidence, participation, and respectful debate.
- D Disagreement keeps a nation from changing.**
Misreads a detail trap. The passage says a strong democracy can face disagreement while people continue working toward its ideals.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea by joining clues from science and history.

I can use evidence from both sources to support my thinking.

I can watch for trap answers that go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “How Change Happens: Observe, Adapt, Test, and Improve”

Inferring across sources means joining clues from the science and history examples to make one supported idea. STAAR asks: **What can the reader infer about citizens from both research sources?** Watch for **Goes beyond the text**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Inferencing

TEKS 5.6(F) • Inferencing • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer across science and history sources. We will join clues to understand what citizens should do.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will notice clues, choose supported ideas, show evidence, own our thinking, and defend against a Goes beyond the text trap.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 3 . a class or student copy of "How Change Happens: Observe, Adapt, Test, and Improve" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to explain how an inference can use clues from more than one source.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clues about how citizens should think."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about citizens from both research sources?** Find the clue words.

"A citizen should not make an important decision based only on an unverified claim."

I CAN | I can notice words that help me infer a shared habit of citizens and researchers.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clues about how citizens should think."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look at what citizens should not do. That clue points to what they should do."

▶ Read the sentence twice. Students underline important decision and unverified claim.

ANSWER KEY: Citizens should check claims before deciding.

CHECK FOR UNDERSTANDING

Ask: What should citizens do before making important decisions?

COMMON MISCONCEPTION

Students may say citizens should never make decisions. The text only warns against using an unverified claim alone.

POSSIBLE STUDENT QUESTION

Why is an unverified claim a problem? It may sound true without evidence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding clues about citizens. Keep the demand at this level.

RAISE THE THINKING

Ask what other passage clue supports this idea.

TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported across sources."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about citizens from both research sources?** Pick the answer supported by clues from science and history.

"Citizens examine outcomes."

A Citizens should check evidence before deciding. • **B** Citizens always agree on solutions. • **C** Citizens never change their opinions.

I CAN | I can compare clues from science and history to choose the best inference.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Tuesday

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose an inference supported across sources."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The best choice must fit the citizen clue and the larger pattern of evidence-based thinking."

▶ *Students choose an answer, then explain which words support it.*

ANSWER KEY: A. Citizens should check evidence before deciding.

CHECK FOR UNDERSTANDING

Ask which words show that citizens should check results.

COMMON MISCONCEPTION

Students may choose an answer about changing everything. The text says change should be checked and improved.

POSSIBLE STUDENT QUESTION

How can one short sentence connect to both sources? It names citizens as part of the shared habit of checking outcomes.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing an inference across sources. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect this clue to Kendrix's garden.

TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that citizens should use evidence before acting?** Explain how it proves the idea.

"A citizen should not make an important decision based only on an unverified claim."

I CAN | I can explain how evidence from the passage proves an inference about citizens.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a detail supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Name the detail, then explain how it proves the bigger idea."

▶ *Students write the detail and finish: This proves citizens should use evidence because...*

ANSWER KEY: Citizens should check claims before deciding.

CHECK FOR UNDERSTANDING

Ask a student to explain why unverified claims are not enough.

COMMON MISCONCEPTION

Students may copy the sentence without explaining its meaning.

POSSIBLE STUDENT QUESTION

Is repeating the sentence enough?
No. Explain what the sentence shows about citizens.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining proof. Keep the demand at this level.

RAISE THE THINKING

Ask how this clue connects to researchers comparing sources.

TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about citizens from both research sources?** Write an inference and use two proof details.

"They notice when two people describe the same event differently."

I CAN | I can make an inference across sources and support it with two details.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can make an inference and prove it."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Your inference should join ideas from the passage. Use proof from the citizen section and the science and history examples."

▶ *Students write one inference and copy or name two supporting details.*

ANSWER KEY: Citizens should compare evidence before deciding.

CHECK FOR UNDERSTANDING

Ask students to point to both proof details.

COMMON MISCONCEPTION

Students may write that citizens must agree. Comparing sources can reveal differences.

POSSIBLE STUDENT QUESTION

Can my inference use words the author did not say? Yes, if the clues clearly support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing an inference with proof. Keep the demand at this level.

RAISE THE THINKING

Ask how checking information can improve a decision.

TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Citizens can solve every problem if they work together.** Explain why it is a trap and name the trap.

"But cooperation does not guarantee fairness."

I CAN | I can use the text to explain why a tempting answer goes beyond the evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend an answer against a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"This answer sounds hopeful, but it makes a claim the passage does not prove."

▶ Students name the trap and use the sentence to explain why the answer is too strong.

ANSWER KEY: Goes beyond the text. Cooperation does not guarantee fairness or solve every problem.

CHECK FOR UNDERSTANDING

Ask: Which words in the wrong answer go too far?

COMMON MISCONCEPTION

Students may accept the answer because the text praises cooperation. The text also gives a warning.

POSSIBLE STUDENT QUESTION

Why is this not simply Not in the text? It uses a passage idea but stretches it into an unsupported promise.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against an overstrong answer. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the wrong answer so the text supports it.

Make an inference across sources.

Go back to the reading. Answer: What can the reader infer about citizens from both research sources? Write your inference and copy two details that prove it.

Go back to the reading.
What can the reader infer about citizens from both research sources?
Write your inference. Then copy two details that prove it.

I CAN | I can infer a shared idea about citizens and support it with evidence from the sources.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Join clues from both sources, then check that your inference does not go beyond the text.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE **important decision and unverified claim.** The clue shows that citizens should check information before deciding.

CHOOSE **A.** Citizens should check evidence before deciding. The sources say citizens examine outcomes and should not rely on unverified claims. B is a Goes beyond the text trap. C is an Opposite trap.

SHOW **The detail warns citizens not to decide from an unverified claim.** It supports the inference that citizens should check evidence first.

OWN **Citizens should compare information before deciding.** Proof details: They notice when two people describe the same event differently. A citizen should not make an important decision based only on an unverified claim.

DEFEND **Goes beyond the text.** The passage says cooperation can help, but it does not promise that citizens can solve every problem.

YOUR TURN **Answers vary.** One example: Citizens should examine evidence and outcomes before deciding. Proof: A citizen should not make an important decision based only on an unverified claim. Citizens examine outcomes.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“A citizen should not make an important decision based only on an unverified claim. Changing Your Mind Can Be a Strength People sometimes believe that changing an opinion shows weakness. Evidence-based thinking suggests the opposite.”

What can the reader infer about citizens from both research sources?

- A** Citizens should never change their opinions after seeing new evidence.
- B** Citizens should use evidence and revise their thinking when needed.
- C** Citizens can trust claims repeated many times without checking evidence.
- D** Citizens can solve every community problem just by working together.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing a wrong answer because it repeats a word or idea from the excerpt without matching the full evidence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

INFERENCE

The answer is B.

- A Citizens should never change their opinions after seeing new evidence.**
Opposite trap. The passage says changing a conclusion can show intellectual growth.
- B Citizens should use evidence and revise their thinking when needed. Correct.**
The excerpt says citizens should not rely on unverified claims, and evidence-based thinking supports changing an opinion when new evidence appears.
- C Citizens can trust claims repeated many times without checking evidence.**
Misreads a detail trap. The passage says repeated claims may feel true, but researchers still need evidence.
- D Citizens can solve every community problem just by working together.**
Goes beyond the text trap. The passage says cooperation does not guarantee fairness or solve every problem.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by joining clues from the text.

I can defend my inference with exact evidence.

I can reject claims that have no proof.

THIS WEEK'S FOCUS

Inferencing

from “How Change Happens: Observe, Adapt, Test, and Improve”

Week focus: **Defending inferences, synthesis.** An **inference** is an idea the text supports even when the author does not say it directly. STAAR asks: **What can the reader infer about why people work for change?**

This week we will defend inferences and synthesize ideas while watching for **Unsupported claim with no evidence**, **Opposite**, and **Not in the text** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will make and defend inferences about how people respond to problems and work for change.”

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

“We will connect clues across science and history, then reject answers that sound possible but lack proof.”

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

PREP & MATERIALS: the Inferencing slide deck for Cluster 8 Module 4 . a class or student copy of "How Change Happens: Observe, Adapt, Test, and Improve" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask students to explain how an inference differs from an unsupported claim.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why people work for change?** Find the clue words.

"The first task is to observe."

I CAN | I can notice clue words that support an inference about change.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Monday

TEKS 5.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice clue words."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The words first task show where the process begins. Observe means to look carefully at the situation."

▶ *Read the sentence twice. Students underline first task and observe on the NOTICE row.*

ANSWER KEY: First task and observe.

CHECK FOR UNDERSTANDING

Ask which words show what people should do before acting.

COMMON MISCONCEPTION

Students may choose change as the clue. The best clue explains how people begin responding.

POSSIBLE STUDENT QUESTION

Why does observe matter? People need information before choosing an action.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the clue words. Keep the demand at this level.

RAISE THE THINKING

Ask what people should do after observing.

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why people work for change?** Pick the answer the text proves.

"When evidence does not support your first explanation, change the explanation."

A Strong thinkers resist when evidence disagrees • **B** Strong thinkers revise when evidence disagrees • **C** Strong thinkers revise to impress many people

I CAN | I can choose the inference that best matches evidence from the passage.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Inferencing • Tuesday

TEKS 5.6(F) • Inferencing • Week 36 of 36 • Cluster 8 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a supported inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"Look for the choice that explains why strong thinkers revise."

▶ *Students choose the best inference, then name the trap in one wrong choice.*

ANSWER KEY: B. Strong thinkers revise when evidence disagrees.

CHECK FOR UNDERSTANDING

Ask which words prove that evidence can require a new explanation.

COMMON MISCONCEPTION

Students may choose that strong thinkers revise to impress others. The passage gives no evidence for that reason.

POSSIBLE STUDENT QUESTION

How do I know an inference is supported? I can point to words that prove it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best inference. Keep the demand at this level.

RAISE THE THINKING

Ask how this clue connects to the larger pattern of change.

TODAY'S THINKING JOB

SHOW

"I can explain how evidence supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that failure can help people improve?** Explain how it proves the inference.

"A test that failed to produce a useful light still produced information."

I CAN | I can connect a specific detail to a larger idea about change.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Wednesday

TEKS 5.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain how evidence supports an inference."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The detail shows that failure can help because it gives people information for the next attempt."

▶ *Students underline failed to produce a useful light and produced information. Ask them to explain the connection with because.*

ANSWER KEY: Failure gives information that can guide the next attempt.

CHECK FOR UNDERSTANDING

Ask students to finish: This proves failure can help because...

COMMON MISCONCEPTION

Students may say only that the bulb failed. They must explain how the failure helps.

POSSIBLE STUDENT QUESTION

Why is the detail more than a fact? It supports the bigger idea that people can learn from failure.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how evidence proves an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what question workers could ask after a failed test.

TODAY'S THINKING JOB

OWN

"I can write my own inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about changing your mind?** Write your inference and one piece of proof.

"Changing Your Mind Can Be a Strength"

I CAN | I can synthesize clues and defend my inference with evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Thursday

TEKS 5.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own inference and proof."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"The passage connects changing your mind with careful thinking when new evidence appears."

▶ *Students write one inference and copy one exact proof sentence from the passage.*

ANSWER KEY: Changing your mind can show strength when evidence supports it.

CHECK FOR UNDERSTANDING

Ask a student to read the inference and then the proof.

COMMON MISCONCEPTION

Students may write that changing your mind is always good. The passage connects responsible change to evidence.

POSSIBLE STUDENT QUESTION

How do I avoid going too far? Make sure the passage gives proof for every part of your idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and proving an inference. Keep the demand at this level.

RAISE THE THINKING

Ask what makes a change in thinking responsible.

TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **People work for change because it makes them famous.** Explain why it is a trap and name the trap.

"The famous inventor's name may be remembered, but the process depended on many contributors."

I CAN | I can use evidence to explain why an unsupported claim fails.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing · Friday

TEKS 5.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend my answer against a trap."

▶ *Read the I can statement aloud, then read the test-style question on the slide.*

"This answer sounds possible, but the passage never says fame is the reason people work for change. It gives evidence about teamwork instead."

▶ *Students name the trap and cite the sentence about many contributors as evidence about what the passage does say.*

ANSWER KEY: Unsupported claim with no evidence. The passage gives no proof that fame motivates the work.

CHECK FOR UNDERSTANDING

Ask students whether the passage gives proof for the claim about fame.

COMMON MISCONCEPTION

Students may call this Opposite. It is Unsupported claim with no evidence because the passage does not give proof for that reason.

POSSIBLE STUDENT QUESTION

Why is this an unsupported claim? The passage gives no evidence that fame motivates the work.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving why an answer fails. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain what evidence should cause a person to change.

Make an inference on your own.

Short response: What can the reader infer about why people work for change? Use evidence from the text. Write your inference and copy one sentence that proves it.

Go back to the reading.

Short response: What can the reader infer about why people work for change?

Use evidence from the text. Write your idea and copy one sentence that proves it.

I CAN | I can synthesize ideas and defend my inference with text evidence.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN**

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ *Read the Your Turn task. Students work independently on the tracking sheet.*

“Make your inference, then prove it with exact words from the passage.”

▶ *Circulate and note who proves the answer with text evidence.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE First task and observe. People work for change by paying attention to what is happening before acting.

CHOOSE B. Strong thinkers revise when evidence disagrees. The passage says to change an explanation when evidence does not support it, so strong thinkers revise. A is an Opposite trap. C is an Unsupported claim with no evidence trap.

SHOW The failed test still produced information. That information can help workers decide what to change next.

OWN Changing your mind can show strength when evidence supports the change. Proof: A strong thinker can say: This is what I believed. This is the evidence I now have.

DEFEND Unsupported claim with no evidence. The passage gives no evidence that people work for change to become famous. Instead, it explains that many contributors help make change happen.

YOUR TURN Answers vary. One example: People work for change to learn and improve. Proof: It comes from learning.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is. Go back to the passage and find the proof.”

▶ *Celebrate students who named a trap, not only the right answer.*

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

INFERENCE

READ THIS PASSAGE EXCERPT.

“Progress does not come from changing simply for the sake of change. It comes from learning. Observe carefully. Question thoughtfully. Gather evidence.”

What can the reader infer about why people work for change? Use evidence from the text.

- A** People work for change because music inspires them.
- B** People work for change to avoid checking results.
- C** People work for change to learn and improve.
- D** People work for change because fame is the goal.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inference

TEKS 5.6(F) · Inference · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ *Read the excerpt and the question aloud.*

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing the fame answer because it sounds possible, even though the text does not prove 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.

The answer is C.

- A** **People work for change because music inspires them.**
Not in the text trap. The passage does not mention music as a reason people work for change.
- B** **People work for change to avoid checking results.**
Opposite trap. The passage tells people to observe, gather evidence, and check the result.
- C** **People work for change to learn and improve. Correct.**
The excerpt says progress comes from learning, so people work for change to learn and improve.
- D** **People work for change because fame is the goal.**
Unsupported claim with no evidence trap. The passage gives no evidence that fame is the goal.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Inferencing

TEKS 5.6(F) · Inferencing · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.