

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A plot is the events of a story, in the order they happen.

I can tell what happens first in a story, and then what comes next.

The test gives me traps that put events out of order, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “The Great Chocolate Chip Cookie Mystery”

This week we learn what a **plot** is: the events of a story in the order they happen. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**, the events that build up a story's problem. We read **The Great Chocolate Chip Cookie Mystery**. STAAR asks: **What happens first in the story?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Plot

TEKS 5.8(C) • Plot • 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 about plot. A plot is all the events in a story, in the order they happen.”

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

“Each day we will practice a real STAAR question about the order of events, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for the 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 retell the plot of a favorite movie in three events.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first event in a story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story begins.

Read the first lines of **The Great Chocolate Chip Cookie Mystery**. Notice the very first event. Circle the words that tell what happens.

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

I CAN | I can notice what happens at the beginning of a story.



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Grade 5 · Prepare Cluster · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first event in a story."

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

"Every plot starts somewhere. Listen for the very first thing the story tells us."

▶ Read the line twice. Students circle *fifth grade had a problem* on the NOTICE row.

ANSWER KEY: Fifth grade already has a problem at the very start of the story.

CHECK FOR UNDERSTANDING

Ask a student to say what word in the first line tells us something is wrong.

COMMON MISCONCEPTION

Students may skip ahead to the missing cookies. The question asks what the very first line tells us.

POSSIBLE STUDENT QUESTION

Does the first line say what the problem is? No. It just tells us there is one.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader expects to happen next after reading that first line.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that happens first."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose what happens first.

STAAR asks: **What happens first in the story?** Pick the event that comes before the other two.

"Jordan pointed dramatically at an empty silver tray."

A The class divides into teams to investigate. • **B** Jordan points at the empty cookie tray. • **C** Mrs. Delgado writes two questions on the board.

I CAN | I can put events in order and choose the one that comes first.



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Grade 5 · Prepare Cluster · Plot · Tuesday

TEKS 5.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the event that happens first."

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

"All three things happen in the story. Only one of them happens first."

▶ Students choose privately, then put all three events in order with a partner.

ANSWER KEY: B. Jordan points at the empty cookie tray.

CHECK FOR UNDERSTANDING

Ask a student to put the three choices in story order.

COMMON MISCONCEPTION

Students may pick C because it sounds important. Important is not the same as first.

POSSIBLE STUDENT QUESTION

If all three really happen, how do I pick? Find each one in the story and see which comes first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes first. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice happens last and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that tells an event happens fast."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the investigation takes off.

STAAR asks: Which sentence from the story best supports the idea that the investigation gets out of hand right away?

"Within thirty seconds, the investigation had already gone completely out of control."

I CAN | I can point to the exact sentence that proves when an event happens.



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Grade 5 · Prepare Cluster · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that tells an event happens fast."

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

"Time words like within and thirty seconds help us know exactly when something happens. Hunt for them."

▶ Take two or three answers. Students underline *Within thirty seconds* in the sentence.

ANSWER KEY: Within thirty seconds, the investigation had already gone completely out of control.

CHECK FOR UNDERSTANDING

Ask a student to name the time word in the sentence.

COMMON MISCONCEPTION

Students may choose a sentence about a rumor itself. Look for the sentence that tells when the rumors started.

POSSIBLE STUDENT QUESTION

Is thirty seconds a long time? No, it is very short, which shows how fast rumors can spread.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves when an event begins. Keep the demand at this level.

RAISE THE THINKING

Ask what happens to the lunch line once the cookies are discovered missing.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the order of events.

Write three sentences that tell what happens at the start of the mystery, in order. Use first, next, and last.

"That afternoon, Mrs. Delgado wrote two questions on the board."

I CAN | I can retell three events in order using signal words.



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Grade 5 · Prepare Cluster · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the plot."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First Jordan finds the empty tray, next rumors spread, last Mrs. Delgado writes two questions.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from later in the story. Stay with the very beginning of the mystery.

POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the order True.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a sequence of events independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student which of their three events happens the fastest.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the order.

A student wrote: **The class divided into teams, and then Jordan saw the empty tray.** How does the story show that one event leads to the other? Explain the real order.

"Lucia, Jordan, and Eli were assigned the history mystery."

I CAN | I can defend the real order of events and explain how they connect.



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Grade 5 · Prepare Cluster · Plot · Friday

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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 how one event leads to the next."

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

"Events in a plot connect. One thing happens, so the next thing can happen."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: Jordan finds the empty tray first, which leads to the teams forming, so Lucia, Jordan, and Eli were assigned the history mystery.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may agree with the trap because both events are True. True events can still be in the wrong order.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because one event causes the next one to happen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how two events connect in order. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Mrs. Delgado never wrote the two questions on the board.

Follow the plot on your own.

Go back to the story. Write the event that happens right after the lunch line stops moving. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the lunch line stops moving.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

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Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · 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.

“Find the lunch line in the story first. Then read the very next sentence.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE By 11:42 on Friday morning, fifth grade already had a problem. That very first line tells us something has gone wrong before the story explains what it is.

CHOOSE B. Jordan points at the empty cookie tray. A is Out of order: the teams form later, after Mrs. Delgado's questions. C is Out of order: the questions come after Jordan's discovery.

SHOW Within thirty seconds, the investigation had already gone completely out of control. The words within thirty seconds prove the rumors start right away, before anyone checks facts.

OWN Answers vary. Example: First, Jordan sees the empty tray. Next, rumors spread at lunch. Last, Mrs. Delgado writes two questions on the board that afternoon.

DEFEND Jordan sees the empty tray first, which leads Mrs. Delgado to write two questions, so the class divides into teams, and that is why Lucia, Jordan, and Eli were assigned the history mystery last. The order is reversed.

YOUR TURN Answers vary. Example: Students start whispering theories about where the cookies went. Proof: No cookies?



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.

PLOT

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... Behind them, the lunch line stopped moving.”

Which event happens first, right after fifth grade discovers a problem at lunch?

A Lucia, Jordan, and Eli are assigned to investigate the history of the cookie.

B Jordan points dramatically at the empty cookie tray.

C Mrs. Delgado gives the class a pop quiz on fractions.

D The whole fifth grade votes to cancel Friday dessert forever.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it sounds like an important step, without checking when it actually happens.

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.

PLOT

The answer is B.

- A Lucia, Jordan, and Eli are assigned to investigate the history of the cookie.**
Pattern Mix-Up: Out of order. The teams are assigned later, after the two questions go on the board.
- B Jordan points dramatically at the empty cookie tray. Correct.**
Correct. This is the very first event, right after the story tells us fifth grade has a problem.
- C Mrs. Delgado gives the class a pop quiz on fractions.**
Stretched or Unsupported: Not in the text. The story never mentions a pop quiz of any kind.
- D The whole fifth grade votes to cancel Friday dessert forever.**
Stretched or Unsupported: Goes too far. No vote happens, and the story never says dessert is cancelled forever.



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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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The main problem is the event that gets the plot moving.

I can tell the main problem apart from a small detail that does not drive the story.

The test gives me small details that sound important, so I check what the story is really about.

THIS WEEK'S FOCUS

Plot

from “The Great Chocolate Chip Cookie Mystery”

This week we learn to find the **main problem** that starts a story's **rising action**. Our TEKS is **5.8(C)**. We read **The Great Chocolate Chip Cookie Mystery**. STAAR asks: **What is the main problem in the story?** Trap this week: **Small detail, not a plot event**, a fact that is true but does not drive the plot forward.

This deck teaches **finding the real problem the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 5 • Prepare Cluster • Plot

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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 find the main problem in a story, the trouble that gets the whole plot moving.”

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

“Each day we will practice a real STAAR question about the main problem, and we will learn to spot small details that are not the problem.”

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

PREP & MATERIALS: the Plot slide deck for the 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 name the main problem in a favorite book or show.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the main problem that starts a story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the problem that starts everything.

Read the opening of the story again. Notice the problem that gets the whole mystery moving. Circle the words that name 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 notice the problem that gets a plot moving.



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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice the main problem that starts a story."

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

"A main problem gets the story moving. Listen for the trouble that starts everything else."

▶ Read the line twice. Students circle gone on the NOTICE row.

ANSWER KEY: The cookies are gone, and that is the problem that starts the mystery.

CHECK FOR UNDERSTANDING

Ask a student to say what trouble Jordan reports.

COMMON MISCONCEPTION

Students may name a rumor they heard about later. The question asks for the problem that starts it all.

POSSIBLE STUDENT QUESTION

Is a rumor the same as the main problem? No. A rumor is a guess about the problem, not the problem itself.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the main problem that starts a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what Jordan notices is missing from the serving window.

TODAY'S THINKING JOB

CHOOSE

"I can choose the main problem instead of a small detail."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the main problem.

STAAR asks: **What is the main problem in the story?** Pick the choice that is the real problem, not just a detail.

"Behind them, the lunch line stopped moving."

A Mrs. Delgado raises one eyebrow at Jordan's story. • **B** The lunch line stops moving for a moment. • **C** The cookies are gone before fifth grade can get any.

I CAN | I can tell the main problem apart from a small detail that does not drive the plot.



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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the main problem instead of a small detail."

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

"All three things happen, but only one is the real problem that starts the story moving."

▶ Students choose privately, then explain why the other two are just details.

ANSWER KEY: C. The cookies are gone before fifth grade can get any.

CHECK FOR UNDERSTANDING

Ask a student why an eyebrow raise is not the main problem.

COMMON MISCONCEPTION

Students may pick a detail because it is funny or memorable. Funny is not the same as the main problem.

POSSIBLE STUDENT QUESTION

Can a true detail still be wrong? Yes, if it does not drive the plot forward.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the true main problem over a small detail. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the missing cookies cause everything else that happens.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves people start guessing about the problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show how far the guessing spreads.

STAAR asks: Which sentence from the story best supports the idea that students start guessing wild reasons for the missing-cookie problem?

"Someone suggested the principal had hidden the cookies for a faculty meeting."

I CAN | I can point to the exact sentence that shows people guessing about a problem.



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Grade 5 • Prepare Cluster • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves people start guessing about the problem."

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

"When a problem is big, people start guessing reasons for it. Hunt for a guess."

▶ Take two or three answers. Students underline suggested and hidden the cookies in the sentence.

ANSWER KEY: Someone suggested the principal had hidden the cookies for a faculty meeting.

CHECK FOR UNDERSTANDING

Ask a student why the author uses such a short sentence here.

COMMON MISCONCEPTION

Students may choose a sentence about a rumor instead. Look for the sentence that names the problem's size.

POSSIBLE STUDENT QUESTION

Is a serious problem the same size to every character? Mostly yes, since the whole class reacts strongly.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the size of a problem. Keep the demand at this level.

RAISE THE THINKING

Ask a student what word right before this sentence tells us a chocolate-chip-sized emergency has begun.

TODAY'S THINKING JOB

OWN

"I can explain the main problem in my own words."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the problem in your words.

Write two sentences that explain the main problem of the story and why it matters to fifth grade.

"Jordan pointed dramatically at an empty silver tray."

I CAN | I can explain the main problem and why it matters to the characters.



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Grade 5 · Prepare Cluster · Plot · Thursday

TEKS 5.8(C) · Plot · 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 explain the main problem in my own words."

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

"Explain the problem like you are telling a friend what went wrong."

▶ Students write two sentences about the problem on the OWN row.

ANSWER KEY: Example: The cookies are missing, and fifth grade really wanted them, which is why it feels like a chocolate-chip-sized emergency.

CHECK FOR UNDERSTANDING

Ask a student to read their explanation of the problem aloud.

COMMON MISCONCEPTION

Students may describe a rumor instead of the real problem. Stay with the missing cookies.

POSSIBLE STUDENT QUESTION

Do I need to use the story's exact words? No. Explain the problem in your own words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the main problem independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the author compares the problem to summer vacation being canceled.

TODAY'S THINKING JOB

DEFEND

"I can explain why the real problem drives the plot and a small detail does not."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the problem against a small detail.

A student wrote: **The main problem in the story is that Mrs. Delgado raises one eyebrow at Jordan.** How is the real main problem connected to what starts the whole mystery? Explain.

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

I CAN | I can defend the true main problem and explain how it connects to the rest of the plot.



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Grade 5 · Prepare Cluster · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain why the real problem drives the plot and a small detail does not."

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

"A main problem connects to everything else that happens. A small detail usually does not."

▶ Students write why the missing cookies connect to later events on the DEFEND row.

ANSWER KEY: Fifth grade had a problem at 11:42, the missing cookies, and that problem leads to the whole investigation.

CHECK FOR UNDERSTANDING

Ask a student to list two later events that connect back to the missing cookies.

COMMON MISCONCEPTION

Students may think any true detail could be the main problem. A detail can be true and still not be the problem.

POSSIBLE STUDENT QUESTION

Why does an eyebrow raise not count as the main problem? Because nothing in the plot changes because of it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about distinguishing the main problem from a small detail. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would be different in the story if the cookies had never gone missing.

Find the problem on your own.

Go back to the story. Write the main problem in your own words. Copy the sentence that proves it is a real problem.

Go back to the story.
Write the main problem in your own words.
Copy the sentence that proves it is a real problem.

I CAN | I can find the main problem and prove it with a sentence from the story.

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Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · 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.

"Find the moment the cookies are discovered missing. That is where the main problem starts."

▶ 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 Jordan announces that the cookies are gone. That missing-cookie problem is what gets the whole mystery started.

CHOOSE C. The cookies are gone before fifth grade can get any. A is Small detail, not a plot event: an eyebrow raise does not drive the plot. B is Small detail, not a plot event: the line stopping is a side detail, not the problem.

SHOW Someone suggested the principal had hidden the cookies for a faculty meeting. That guess shows the missing-cookie problem is already spinning into wild theories.

OWN Answers vary. Example: The main problem is that the chocolate chip cookies are gone before fifth grade gets any. It matters because the whole class was counting on them at lunch.

DEFEND The real problem is the missing cookies, because by 11:42 on Friday morning fifth grade already had a problem, which leads to rumors and the whole investigation. Mrs. Delgado's eyebrow is just a small detail, not a plot event.

YOUR TURN Answers vary. Example: The cookies are gone before fifth grade gets any. Proof: They're gone.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... A serious problem. ... A chocolate-chip-sized emergency.”

What is the main problem in the story?

A Mrs. Delgado raises one eyebrow while listening to Jordan's story.

B Eli says his cousin told him a fact about sharks.

C The chocolate chip cookies are gone before fifth grade can get any.

D Fifth grade decides to cancel all future Friday desserts.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B or C because they are true facts, without checking whether they drive the plot.

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.

PLOT

The answer is C.

A Mrs. Delgado raises one eyebrow while listening to Jordan's story.
Topic Trap: Small detail, not a plot event. Her eyebrow raise is real but does not drive the mystery forward.

B Eli says his cousin told him a fact about sharks.
Topic Trap: Small detail, not a plot event. The shark fact is a joke between Eli and Lucia, not the story's problem.

C The chocolate chip cookies are gone before fifth grade can get any. Correct.
Correct. This is the main problem; it is what gets the rumors, the investigation, and the survey started.

D Fifth grade decides to cancel all future Friday desserts.
Stretched or Unsupported: Not in the text. The class never decides to cancel dessert; new cookies arrive the next Friday.



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Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the group of events that build up a story's problem.

I can tell which events belong to the rising action and which belong to another part of the story.

The test gives me events from the wrong part of the story, so I check where each one really happens.

THIS WEEK'S FOCUS

Plot

from “The Fifth-Grade Cookie Commission”

This week we learn to find events in the **rising action**, the part of the plot that builds up the problem before it is solved. Our TEKS is **5.8(C)**. We read **The Fifth-Grade Cookie Commission**. STAAR asks: **Which event is part of the rising action?** Trap this week: **Wrong part of the story**, an event that really happens, but in the beginning or the ending, not the rising action.

This deck teaches **building the rising action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Plot

TEKS 5.8(C) • Plot • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the rising action, the part of a story where events build up the 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.

“Each day we will practice a real STAAR question about the rising action, and we will learn to spot events from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for the 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 name one event that makes a problem in their favorite book harder to solve.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the event that starts the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the challenge that starts the rising action.

Read the opening of the story again. Notice the challenge that starts the whole Cookie Commission. Circle the words that name it.

"So I'm giving fifth grade a challenge."

I CAN | I can notice the event that begins the part of the plot that builds up a problem.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Monday

TEKS 5.8(C) · Plot · 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 the event that starts the rising action."

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

"A rising action usually starts right after a challenge or problem is given. Listen for it."

▶ Read the line twice. Students circle giving fifth grade a challenge on the NOTICE row.

ANSWER KEY: Principal Bennett gives fifth grade the challenge of recommending one Friday treat plan.

CHECK FOR UNDERSTANDING

Ask a student to say what challenge Principal Bennett gives the class.

COMMON MISCONCEPTION

Students may name a later event like the survey. The question asks what starts the challenge itself.

POSSIBLE STUDENT QUESTION

Does the challenge get solved right away? No, it takes the whole week of surveys and talks.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the event that starts the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask what three words Principal Bennett writes on the board.

TODAY'S THINKING JOB

CHOOSE

"I can choose an event that belongs to the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose a rising action event.

STAAR asks: **Which event is part of the rising action?** Pick the event that builds up the problem, not the beginning or the ending.

"By lunch, fifth grade had political parties."

A Students form political parties like Cookies for All. • **B** Principal Bennett walks in carrying a clipboard. • **C** The new rotating treat system begins the next month.

I CAN | I can tell a rising action event apart from the beginning or the ending.



The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 an event that belongs to the rising action."

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

"All three things happen, but only one happens while the problem is building up."

▶ Students choose privately, then explain why the other two belong to a different part of the story.

ANSWER KEY: A. Students form political parties like Cookies for All.

CHECK FOR UNDERSTANDING

Ask a student why the clipboard moment is not part of the rising action.

COMMON MISCONCEPTION

Students may pick an ending event because it feels important. Important does not mean it is in the rising action.

POSSIBLE STUDENT QUESTION

Can a true event still be in the wrong part of the story? Yes, if it happens at a different time than the rising action.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting an event that belongs to the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one more political party formed in the rising action.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the problem gets harder."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show how the first survey raises the problem.

STAAR asks: Which sentence from the story best supports the idea that the first survey makes the Friday treat problem harder to solve?

"They got the most votes, but more than half the students voted for something else."

I CAN | I can point to the exact sentence that shows a problem getting harder to solve.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the problem gets harder."

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

"Look for a sentence with a but in it. A but often shows a problem is not simple."

▶ Take two or three answers. Students underline more than half the students voted for something else.

ANSWER KEY: They got the most votes, but more than half the students voted for something else.

CHECK FOR UNDERSTANDING

Ask a student why Tessa's math matters to the commission.

COMMON MISCONCEPTION

Students may choose the sentence about cookies winning. Look for the sentence that shows the problem is not that simple.

POSSIBLE STUDENT QUESTION

Does winning the most votes mean cookies should win? No, because most students voted for something else.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows a problem growing harder. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Jordan says right after hearing Tessa's math.

TODAY'S THINKING JOB

OWN

"I can retell a rising action event in my own words."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action in your words.

Write two sentences that tell a rising action event from the Cookie Commission, in your own words.

"The commission interviewed Ms. Ruiz next."

I CAN | I can retell an event from the rising action and explain how it builds up the problem.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell a rising action event in my own words."

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

"Tell one event that makes the Friday treat problem harder or more complicated."

▶ Students write two sentences about a rising action event on the OWN row.

ANSWER KEY: Example: The commission interviews Ms. Ruiz about cost, and that adds a new piece to the problem.

CHECK FOR UNDERSTANDING

Ask a student to read their rising action event aloud.

COMMON MISCONCEPTION

Students may describe the ending instead. Stay with an event from the middle of the story.

POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the event true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a rising action event independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the school nurse adds to the problem.

TODAY'S THINKING JOB

DEFEND

"I can explain why a rising action event connects to the growing problem, not the ending."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the rising action.

A student wrote: **The rotating treat system beginning the next month is part of the rising action.** How does the real rising action connect to events that happen before the recommendation? Explain.

"Several students from different classes complained that no one had asked them why they chose an option."

I CAN | I can defend which events belong to the rising action and explain how they connect.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain why a rising action event connects to the growing problem, not the ending."

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

"Rising action events connect to each other and build the problem bigger. An ending event comes after it is solved."

▶ Students write how one rising action event leads to the next on the DEFEND row.

ANSWER KEY: Students complained no one had asked why they chose an option, which leads to a second survey, and that is rising action, not the ending.

CHECK FOR UNDERSTANDING

Ask a student to name two rising action events that connect to each other.

COMMON MISCONCEPTION

Students may think any true event from the story counts as rising action. An event can be true and still belong to a different part of the story.

POSSIBLE STUDENT QUESTION

Why does the rotating system starting not count as rising action? Because it happens after the problem is already solved.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about distinguishing rising action events from ending events. Keep the demand at this level.

RAISE THE THINKING

Ask a student what new problem appears after the first survey.

Find the rising action on your own.

Go back to the story. Write one event that builds up the Friday treat problem. Copy the sentence that proves it happens in the rising action.

Go back to the story.
Write one event that builds up the Friday treat problem.
Copy the sentence that proves it.

I CAN | I can find a rising action event and prove it with a sentence from the story.

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Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · 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.

"Find the part of the story after the challenge begins but before the final plan is chosen."

▶ 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 Principal Bennett gives fifth grade a challenge: recommend one Friday treat plan. That challenge is what starts all the campaigning and surveying in the rising action.

CHOOSE A. Students form political parties like Cookies for All. B is Wrong part of the story: that is the beginning. C is Wrong part of the story: that is the ending, after the plan is chosen.

SHOW They got the most votes, but more than half the students voted for something else. That split shows cookies cannot simply win just because they got the most votes.

OWN Answers vary. Example: The commission talks to Ms. Ruiz about cost. They learn cupcakes cost more than cookies, which makes the choice harder.

DEFEND The rising action is the surveys before the plan is chosen. Several students from different classes complained that no one had asked why, so the commission ran a second survey. The rotating system starting is the ending, not rising action.

YOUR TURN Answers vary. Example: The nurse explains that the plan must include a safe choice for allergies. Proof: We also have students with food allergies and dietary restrictions.

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Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“By lunch, fifth grade had political parties. ... They got the most votes, but more than half the students voted for something else.”

Which event is part of the rising action, the part that builds up the Friday treat problem?

- A** Students form political parties and campaign for different treats.
- B** Principal Bennett walks into the classroom carrying a clipboard.
- C** The new rotating treat system begins the following month.
- D** Fifth grade abolishes Friday dessert completely after the vote.



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Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it feels like a satisfying moment, without checking that it happens after the problem is solved.

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.

PLOT

The answer is A.

A Students form political parties and campaign for different treats. Correct.

Correct. The parties and campaigns build up the Friday treat problem; this is the rising action.

B Principal Bennett walks into the classroom carrying a clipboard.

Another Place: Wrong part of the story. This happens at the very beginning, before the challenge is even given.

C The new rotating treat system begins the following month.

Another Place: Wrong part of the story. This happens at the ending, after the recommendation is already accepted.

D Fifth grade abolishes Friday dessert completely after the vote.

Stretched or Unsupported: Goes too far. Dessert is never abolished; the class keeps dessert but rotates the treat.



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Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is how a story's main problem finally gets solved.

I can tell the true resolution apart from an idea that is never actually in the text.

The test gives me endings that sound nice but are not in the story, so I check the text.

THIS WEEK'S FOCUS

Plot

from “The Fifth-Grade Cookie Commission”

This week we learn to find the **resolution**, how a story's main problem finally gets solved. Our TEKS is **5.8(C)**. We read **The Fifth-Grade Cookie Commission**. STAAR asks: **How is the problem resolved at the end of the story?** Trap this week: **Not in the text**, an ending that sounds nice but the story never actually says.

This deck teaches **finding the resolution the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

Introduce the Week

~5 min

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

“This week we are learning about the resolution, how a story's main problem finally gets solved.”

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

“Each day we will practice a real STAAR question about the resolution, and we will learn to spot endings that are not in the text.”

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

PREP & MATERIALS: the Plot slide deck for the 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 describe how the problem in their favorite book or movie finally gets solved.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the resolution that solves a story's problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the plan that solves the problem.

Read the part where the commission presents its plan. Notice the solution they choose. Circle the words that name it.

"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."

I CAN | I can notice the plan or event that resolves a story's main problem.



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Grade 5 · Prepare Cluster · Plot · Monday

TEKS 5.8(C) · Plot · 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 the resolution that solves a story's problem."

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

"A resolution is a real plan or event in the text, not just a wish. Listen for the actual plan."

▶ Read the line twice. Students circle a rotating Friday treat on the NOTICE row.

ANSWER KEY: The commission's plan rotates the Friday treat and adds a safe alternative and a monthly survey.

CHECK FOR UNDERSTANDING

Ask a student to name one part of the commission's final proposal.

COMMON MISCONCEPTION

Students may guess a resolution that sounds fair but is not actually proposed. Stay with what the text says the plan includes.

POSSIBLE STUDENT QUESTION

Does the plan give everyone cookies every week? No, it rotates the treat so different desserts appear.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the resolution to a story's main problem. Keep the demand at this level.

RAISE THE THINKING

Ask what the plan does for students with allergies.

TODAY'S THINKING JOB

CHOOSE

"I can choose the resolution that the text really describes."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the true resolution.

STAAR asks: **How is the problem resolved at the end of the story?** Pick the ending that is really in the text, not one that is not in the text.

"The following month, the new system began."

A The cafeteria bans desserts for the rest of the year. • **B** A rotating treat begins with a safe choice offered every week. • **C** Every student gets to pick a different dessert every single day.

I CAN | I can tell the true resolution apart from an ending that is not in the text.



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Grade 5 • Prepare Cluster • Plot • Tuesday

TEKS 5.8(C) • Plot • Week 4 of 36 • Prepare Cluster • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the resolution that the text really describes."

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

"All three sound like possible endings, but only one is what the text actually says happens."

▶ Students choose privately, then point to the sentence that proves the true resolution.

ANSWER KEY: B. A rotating treat begins with a safe choice offered every week.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that proves the rotating treat plan.

COMMON MISCONCEPTION

Students may pick an ending because it sounds fair. Fair-sounding is not the same as what the text says.

POSSIBLE STUDENT QUESTION

Can an ending sound nice and still be wrong? Yes, if the story never actually says it happens.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the resolution that the text actually describes. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name one dessert that appears in the new rotating system.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the plan is fair."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the proof the plan actually works.

STAAR asks: Which sentence from the story best supports the idea that the new plan gives every student a fair chance at dessert?

"But they would still appear regularly?"

I CAN | I can point to the exact sentence that proves a resolution is fair.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the plan is fair."

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

"Look for a sentence that proves something keeps happening for everyone, not just once."

▶ Take two or three answers. Students underline still appear regularly in the sentence.

ANSWER KEY: But they would still appear regularly?

CHECK FOR UNDERSTANDING

Ask a student why regularly matters for a fair resolution.

COMMON MISCONCEPTION

Students may choose a sentence about the first survey instead. Look for the sentence about the final plan.

POSSIBLE STUDENT QUESTION

Does regularly mean every single week? It means often, on a rotation, not every week for one treat.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a resolution is fair. Keep the demand at this level.

RAISE THE THINKING

Ask a student what word Jordan uses right after he hears treats will still appear regularly.

TODAY'S THINKING JOB

OWN

"I can explain a resolution in my own words."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the resolution in your words.

Write two sentences that explain how the Friday treat problem gets resolved.

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

I CAN | I can explain how a resolution solves a story's main problem.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Thursday

TEKS 5.8(C) · Plot · 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 explain a resolution in my own words."

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

"Explain the resolution like you are telling a friend how the problem finally got solved."

▶ Students write two sentences about the resolution on the OWN row.

ANSWER KEY: Example: the strongest choices happen when people speak, listen, investigate, and change their minds, so the treat problem is resolved.

CHECK FOR UNDERSTANDING

Ask a student to read their explanation of the resolution aloud.

COMMON MISCONCEPTION

Students may describe a plan that is not in the text. Stay with what the commission actually proposes.

POSSIBLE STUDENT QUESTION

Do I need the story's exact words? No. Use your own words, but keep the resolution true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a resolution independently. Keep the demand at this level.

RAISE THE THINKING

Ask a student why Tessa says they checked cost before deciding.

TODAY'S THINKING JOB

DEFEND

"I can explain why the true resolution connects to earlier evidence."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the resolution against an invented ending.

A student wrote: **The problem is resolved because the cafeteria bans desserts for the rest of the year.** How does the real resolution connect to the surveys and interviews from earlier? Explain.

"Should the class simply choose the most popular option?"

I CAN | I can defend the true resolution and explain how it connects to the rest of the plot.



The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain why the true resolution connects to earlier evidence."

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

"A true resolution connects back to the evidence gathered earlier in the story. An invented ending does not connect to anything."

▶ Students write how the resolution connects to an earlier survey or interview on the DEFEND row.

ANSWER KEY: The class asked should the class simply choose the most popular option, and the answer no led to the rotating plan, not a ban that is never in the text.

CHECK FOR UNDERSTANDING

Ask a student to name one piece of evidence that led to the final plan.

COMMON MISCONCEPTION

Students may think any ending that feels fair could be the resolution. A resolution must actually appear in the text.

POSSIBLE STUDENT QUESTION

Why is banning desserts wrong? Because the story never says that happens anywhere.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about distinguishing a true resolution from an invented ending. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Principal Bennett asks the class right after they present their plan.

Find the resolution on your own.

Go back to the story. Write how the Friday treat problem is resolved. Copy the sentence that proves it.

Go back to the story.
Write how the Friday treat problem is resolved.
Copy the sentence that proves it.

I CAN | I can find the resolution and prove it with a sentence from the story.

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Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · 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.

"Find the part near the end where the commission presents its final plan."

▶ 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 commission's proposal rotates the Friday treat, offers a safe alternative, and surveys students monthly. That full plan is how the Friday dessert problem finally gets resolved.

CHOOSE B. A rotating treat begins with a safe choice offered every week. A is Not in the text: the story never says desserts are banned. C is Not in the text: the plan rotates treats, it does not let every student choose daily.

SHOW But they would still appear regularly? The word regularly proves cookies and other treats keep coming back for everyone, which is why the plan feels fair.

OWN Answers vary. Example: The commission rotates the Friday treat and surveys students each month. The strongest choices happen when people speak, listen, investigate, and change their minds, so nobody gets left out.

DEFEND The resolution connects to the surveys. The class asked should the class simply choose the most popular option, and decided no, which led to the rotating plan. Banning desserts is never mentioned in the story.

YOUR TURN Answers vary. Example: The class recommends a rotating treat with a safe alternative each week. Proof: a rotating Friday treat.

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Grade 5 · Prepare Cluster · Plot



TEKS 5.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PLOT

READ THIS PASSAGE EXCERPT.

“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. ... The following month, the new system began.”

How is the Friday treat problem finally resolved at the end of the story?

- A** The cafeteria bans desserts completely for the rest of the year.
- B** Every student gets to choose a brand new dessert every single day.
- C** Cupcakes become the only dessert served every Friday from then on.
- D** A rotating Friday treat begins, with a safe alternative offered each week.



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Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing an ending that sounds fair or nice without checking that the story actually says it happens.

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.

PLOT

The answer is D.

- A The cafeteria bans desserts completely for the rest of the year.**
Stretched or Unsupported: Not in the text. The story never says desserts are banned at any point.
- B Every student gets to choose a brand new dessert every single day.**
Stretched or Unsupported: Goes too far. The plan rotates by week, not a brand new dessert every day.
- C Cupcakes become the only dessert served every Friday from then on.**
Stretched or Unsupported: Not in the text. Cupcakes are only one option in the rotation, not the only dessert.
- D A rotating Friday treat begins, with a safe alternative offered each week. Correct.**
Correct. The commission's plan rotates the treat and includes a safe alternative; this is how the problem is resolved.



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Grade 5 · Prepare Cluster · Plot

TEKS 5.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the part of the story where the problem builds and events lead to the turning point.

I can tell what happens right after an event, and I check the story before I choose.

The test gives me traps that put events out of order, so I look at the order in the story.

THIS WEEK'S FOCUS

Plot

from “Hansel and Gretel”*

This week we learn about **the rising action**, the events that build up to a story's turning point. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **Hansel and Gretel**. STAAR asks: **Which event happens right after...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 5 • Cluster 1 • Plot

TEKS 5.8(C) • Plot • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the rising action. The rising action is the part of the story where the problem builds up.”

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

“Each day we will practice a real STAAR question about which event comes next, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 Module 1 . a class or student copy of “Hansel and Gretel” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to retell what happens right after breakfast in a favorite movie.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first event in a story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story begins.

Read the first lines of **Hansel and Gretel**. Notice the very first event. Circle the words that tell what happens.

"Hard by a great forest dwelt a poor wood-cutter with his wife and his two children."

I CAN | I can notice what happens at the beginning of a story.



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Grade 5 · Cluster 1 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first event in a story."

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

"Every plot starts somewhere. Listen for the very first thing the story tells us."

▶ Read the line twice. Students circle poor wood-cutter with his wife and his two children on the NOTICE row.

ANSWER KEY: The story begins with the wood-cutter and his family by a great forest.

CHECK FOR UNDERSTANDING

Ask a student to say what problem the family faces at the start of the story.

COMMON MISCONCEPTION

Students may jump to the witch. The question asks how the story begins, long before the witch appears.

POSSIBLE STUDENT QUESTION

Does the first line tell us the problem? No. It just shows the family and the forest where they live.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what a reader expects to happen next after the family runs out of food.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that comes right after another event."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose what happens next.

STAAR asks: **Which event happens right after** Hansel and Gretel reach the little house built of bread? Pick the event that comes next.

"Hansel reached up above, and broke off a little of the roof to try how it tasted,"

A The children wake up in the forest after dark. • **B** The duck carries the children across the water. • **C** Hansel breaks off a little of the roof to taste it.

I CAN | I can put events in order and choose the one that comes next.



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Grade 5 · Cluster 1 · Plot · Tuesday

TEKS 5.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the event that comes right after another event."

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

"All three things happen in the story. Only one happens right after the children reach the house."

▶ Students choose privately, then find each event in the story with a partner.

ANSWER KEY: C. Hansel breaks off a little of the roof to taste it.

CHECK FOR UNDERSTANDING

Ask a student to find the line where Hansel breaks off the roof.

COMMON MISCONCEPTION

Students may pick A because it sounds scary. Scary is not the same as next.

POSSIBLE STUDENT QUESTION

If all three really happen, how do I pick? Find each one in the story and see which comes right after the house.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event that comes next. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice happens at the very end and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an event in the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the path leads.

STAAR asks: Which sentence from the story best supports the idea that the bird leads the children to the house?

"and they followed it until they reached a little house, on the roof of which it alighted;"

I CAN | I can point to the exact sentence that shows how one event leads to the next.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves an event in the story."

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

"Order words like until and then help us follow the plot. Hunt for one."

▶ Take two or three answers. Students underline followed it until on the SHOW row.

ANSWER KEY: and they followed it until they reached a little house, on the roof of which it alighted;

CHECK FOR UNDERSTANDING

Ask a student to name the order word in the sentence.

COMMON MISCONCEPTION

Students may choose a line about the witch. Look for the sentence that tells where the bird takes the children.

POSSIBLE STUDENT QUESTION

What is an order word? A word like until, then, or after that tells when something happens.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the order. Keep the demand at this level.

RAISE THE THINKING

Ask what the children do as soon as they reach the little house.

TODAY'S THINKING JOB

OWN

"I can retell events in the order they happen."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the order of events.

Write three sentences that tell what happens during the rising action, in order. Use first, next, and last.

"Gretel began to weep bitterly, but it was all in vain, for she was forced to do what the wicked witch commanded."

I CAN | I can retell three rising action events in order using signal words.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell events in the order they happen."

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

"Use first, next, and last so a listener can follow the rising action."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the witch locks Hansel, next she makes Gretel cook, last Gretel weeps and obeys.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from the end of the story. Stay with the rising action.

POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling rising action events in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which of their three events makes the problem worse.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the order.

A student wrote: **The witch locked Hansel in the stable, and then Hansel and Gretel ate the house.** How does the story show that one event leads to the other? Explain the real order.

"Then good food was set before them, milk and pancakes, with sugar, apples, and nuts."

I CAN | I can defend the real order of events and explain how they connect.



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Grade 5 · Cluster 1 · Plot · Friday

TEKS 5.8(C) · Plot · 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 how one event leads to the next."

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

"Events in a plot connect. One thing happens, so the next thing can happen."

▶ Students write the real order and the word so or because on the DEFEND row.

ANSWER KEY: The children eat the house first, which leads the witch to feed them, so the stable locking comes much later.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may agree with the trap because both events are true. True events can still be in the wrong order.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because one event causes the next one to happen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how two events connect in order. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the children never ate the house.

Follow the plot on your own.

Go back to the story. Write the event that happens right after the witch locks Hansel in the little stable. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the witch locks Hansel in the little stable.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

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Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the little stable in the story first. Then read the very next sentence."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The story opens with a poor wood-cutter, his wife, and their two children living hard by a great forest. When the family runs out of food, the rising action begins.

CHOOSE C. Hansel breaks off a little of the roof to taste it, right after the children reach the house. A is Out of order: the night waking is on the first trip. B is Out of order: the duck crossing comes at the end.

SHOW and they followed it until they reached a little house, on the roof of which it alighted. This line proves the bird leads the children, so the house comes right after the bird in the order of events.

OWN Answers vary. Example: First, the witch locks Hansel in the stable. Next, she makes Gretel cook for him. Last, Gretel weeps bitterly, but it is in vain, because she must do what the witch commands.

DEFEND The children eat the house first, and that leads the witch to welcome them inside, so good food was set before them, and only the next morning does she lock Hansel in the stable. The student's order is Out of order.

YOUR TURN Answers vary. Example: The witch wakes Gretel and tells her to cook for Hansel. Proof: Get up, lazy thing, fetch some water, and cook something good for your brother.

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Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

~4 min

Review the Answers

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Then she seized Hansel with her shrivelled hand, carried him into a little stable, and locked him in behind a grated door. ... Scream as he might, it would not help him.”

Which event happens right after the witch locks Hansel in the little stable?

- A** Hansel crumbles his bread and drops crumbs on the path.
- B** The witch wakes Gretel and tells her to cook for Hansel.
- C** The children throw themselves around their father's neck.
- D** The witch gives Hansel a magic potion to make him sleep.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · 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

Choosing A because Hansel really does drop crumbs, without checking that it happens before the stable scene.

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.

PLOT

The answer is B.

Hansel crumbles his bread and drops crumbs on the path.

- A** Pattern Mix-Up: Out of order. Hansel drops the crumbs on the way into the forest, long before the witch locks him up.

The witch wakes Gretel and tells her to cook for Hansel. Correct.

- B** Correct. Right after she locks Hansel up, the witch wakes Gretel and orders her to cook food so Hansel will get fat.

The children throw themselves around their father's neck.

- C** Another Place: Wrong part of the story. Running to their father happens at the very end, after the children escape.

The witch gives Hansel a magic potion to make him sleep.

- D** Stretched or Unsupported: Not in the text. The story never says the witch uses a potion.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · 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.

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of the story, the moment everything changes.

I can find the climax and tell it apart from events that come before or after it.

The test gives me traps that name real events from other parts of the story, so I check the turning point.

THIS WEEK'S FOCUS

Plot

from “Hansel and Gretel”

This week we learn about **the climax**, the turning point of the story where everything changes. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **Hansel and Gretel**. STAAR asks: **Which event is the climax of the story?** Trap this week: **Wrong part of the story**, a real event that is not the turning point, like an event from the rising action or the resolution.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 5 • Cluster 1 • Plot

TEKS 5.8(C) • Plot • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the climax. The climax is the turning point of the story, the moment everything changes.”

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

“Each day we will practice a real STAAR question about which event is the climax, and we will learn to spot events from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 Module 2 . a class or student copy of “Hansel and Gretel” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name the turning point of a favorite movie.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the danger right before the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the danger before the turn.

Read the part of **Hansel and Gretel** where the witch pushes Gretel toward the oven. Notice the danger right before the climax. Circle the words that show it.

"She pushed poor Gretel out to the oven, from which flames of fire were already darting."

I CAN | I can notice the moment that leads up to the turning point.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the danger right before the climax."

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

"The climax does not come out of nowhere. Notice the danger that sits right before it."

▶ Read the line twice. Students circle pushed poor Gretel out to the oven on the NOTICE row.

ANSWER KEY: The witch pushes Gretel toward the hot oven, right before the turning point.

CHECK FOR UNDERSTANDING

Ask a student to point to the oven line.

COMMON MISCONCEPTION

Students may jump ahead to Gretel pushing the witch. The question asks about the moment just before.

POSSIBLE STUDENT QUESTION

What comes right before the climax? The witch pushes Gretel toward the hot oven to bake her.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the danger before the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what the witch plans to do with Gretel at the oven.

TODAY'S THINKING JOB

CHOOSE

"I can choose the climax of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the turning point.

STAAR asks: **Which event is the climax of the story?** Pick the turning point.

"Then Gretel gave her a push that drove her far into it, and shut the iron door, and fastened the bolt."

A The witch locks Hansel behind a grated door. • **B** Gretel pushes the witch into the oven and shuts the door. • **C** The white duck carries the children across the water.

I CAN | I can pick the turning point and tell it apart from other events.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 climax of the story."

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

"Only one event is the turning point. The other two really happen, but at other times."

▶ Students choose privately, then find each event in the story with a partner.

ANSWER KEY: B. Gretel pushes the witch into the oven and shuts the door.

CHECK FOR UNDERSTANDING

Ask a student to find the push in the story.

COMMON MISCONCEPTION

Students may pick A because the stable is scary. Scary is not the same as the turning point.

POSSIBLE STUDENT QUESTION

How do I know which event is the climax? It is the moment the children turn the danger around.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the climax of the story. Keep the demand at this level.

RAISE THE THINKING

Ask a student to say what changes right after Gretel shuts the door.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the story turns.

STAAR asks: Which sentence from the story best supports the idea that the turning point begins when Gretel figures out the witch's plan?

"But Gretel saw what she had in mind, and said: 'I do not know how I am to do it; how do I get in?'"

I CAN | I can point to the exact sentence where the story turns.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Wednesday

TEKS 5.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show the sentence that proves the turning point."

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

"The turning point has a sign: the character starts to fight back. Hunt for that sentence."

▶ Take two or three answers. Students underline saw what she had in mind on the SHOW row.

ANSWER KEY: But Gretel saw what she had in mind, and said: 'I do not know how I am to do it; how do I get in?'

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows Gretel's plan.

COMMON MISCONCEPTION

Students may choose a line about the witch's kindness. Look for the line where Gretel figures out the plan.

POSSIBLE STUDENT QUESTION

Why is this the turning point? Because Gretel sees the witch's plan and tricks her instead of climbing in.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the story turns. Keep the demand at this level.

RAISE THE THINKING

Ask what Gretel does instead of climbing into the oven.

TODAY'S THINKING JOB

OWN

"I can retell the climax in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the turning point.

Write three sentences that tell what happens at the climax, in order. Use first, next, and last.

"Oh! then she began to howl quite horribly, but Gretel ran away and the godless witch was miserably burnt to death."

I CAN | I can retell three climax events in order using signal words.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the climax in order."

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

"Use first, next, and last so a listener can follow the turning point."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the witch shows how, next Gretel pushes her in, last the witch burns to death.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from the end of the story. Stay with the turning point.

POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the climax in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which of their events is the exact turning point.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax leads to what happens next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the turning point.

A student wrote: **The climax is when the witch pushes Gretel toward the oven.** How does the event in paragraph 17 lead to the children being saved? Explain the real turning point.

"Gretel, however, ran like lightning to Hansel, opened his little stable, and cried: 'Hansel, we are saved! The old witch is dead!'"

I CAN | I can defend the real turning point and explain what follows it.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the climax leads to what happens next."

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

"The climax connects to what follows it. One event causes the next."

▶ Students write the real turning point and the word so or because on the DEFEND row.

ANSWER KEY: Gretel's push into the oven kills the witch, so Gretel runs like lightning to Hansel and frees him.

CHECK FOR UNDERSTANDING

Ask a student to find where the witch is pushed in.

COMMON MISCONCEPTION

Students may agree with the trap because the witch's push is important. Important events can still be the wrong part of the story.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because the rescue happens only after the witch is pushed in.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining what follows the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Gretel had climbed into the oven.

Find the climax on your own.

Go back to the story. Write the climax, the turning point of the story. Copy the sentence that proves it.

Go back to the story.
Write the climax, the turning point of the story.
Copy the sentence that proves it.

I CAN | I can find the climax and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · 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.

"Look for the oven scene in the story. The climax is the moment Gretel fights back."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE She pushed poor Gretel out to the oven, from which flames of fire were already darting. The witch wants to bake Gretel, and this danger is at its highest right before the turning point.

CHOOSE B. Gretel pushes the witch into the oven and shuts the door. A is Wrong part of the story: the stable comes in the rising action. C is Wrong part of the story: the duck crossing comes after the climax.

SHOW But Gretel saw what she had in mind, and said: ‘I do not know how I am to do it; how do I get in?’ Gretel sees that the witch wants to bake her, so she tricks the witch instead of climbing in, and that is the moment the story turns.

OWN Answers vary. Example: First, the witch tells Gretel to climb in. Next, Gretel asks how, and the witch shows her. Last, Gretel pushes her in, and the witch howls and burns. Proof: the godless witch was miserably burnt to death.

DEFEND Gretel pushes the witch into the hot oven, and that kills her, so Gretel runs like lightning to Hansel and cries that they are saved. A student who calls the witch's push the climax is Wrong part of the story.

YOUR TURN Answers vary. Example: Gretel pushes the witch into the oven and shuts the door. Proof: Then Gretel gave her a push that drove her far into it, and shut the iron door, and fastened the bolt.

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Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“But Gretel saw what she had in mind, and said: ‘I do not know how I am to do it; how do I get in?’ ... ‘Silly goose,’ said the old woman. ‘The door is big enough; just look, I can get in myself!’”

Which event is the climax of the story?

- A** The witch locks Hansel behind a grated door.
- B** The children defeat the witch with a magic spell.
- C** Gretel pushes the witch into the oven and shuts the door.
- D** The white duck carries the children across the water.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ *Read the excerpt and the question aloud.*

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the stable is a real event, without checking that it is not the turning point.

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.

PLOT

The answer is C.

- A The witch locks Hansel behind a grated door.**
Another Place: Wrong part of the story. The stable scene happens in the rising action, before the turning point.
- B The children defeat the witch with a magic spell.**
Stretched or Unsupported: Not in the text. The story never says the children use a magic spell.
- C Gretel pushes the witch into the oven and shuts the door. Correct.**
Correct. Gretel pushes the witch into the oven and bolts the door, and that is the turning point where the children take control.
- D The white duck carries the children across the water.**
Another Place: Wrong part of the story. The duck crossing comes after the climax, in the falling action.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is the part of the story that comes right after the climax, where the trouble starts to get better.

I can tell what happens right after the turning point, and I check the story before I choose.

The test gives me traps that name the wrong plot element, so I match each event to its part of the plot.

THIS WEEK'S FOCUS

Plot

from “The Golden Bird”

This week we learn about **the falling action**, the events that come after the turning point and lead to the end. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read **The Golden Bird**. STAAR asks: **What happens right after the climax?** Trap this week: **Wrong plot element**, a choice that names the wrong kind of plot event, like the resolution offered when the question asks about the falling action.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 5 • Cluster 1 • Plot

TEKS 5.8(C) • Plot • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the falling action. The falling action is the part of the story that comes right after the climax, where the trouble starts to get better.”

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

“Each day we will practice a real STAAR question about what happens right after the climax, and we will learn to spot answers that name the wrong plot element.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 Module 3 . a class or student copy of “The Golden Bird” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to tell what happens right after the big turning point in a favorite movie.

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 where the falling action begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice where the falling action begins.

Read the lines right after the brothers throw the youngest son into the river. Notice the very first thing that happens after the turning point.

"Then the old fox came once more, and scolded him for not following his advice;"

I CAN | I can notice the first event that comes after the turning point.



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Grade 5 · Cluster 1 · Plot · Monday

TEKS 5.8(C) · Plot · 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 where the falling action begins."

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

"The climax is the darkest moment. The falling action is what happens next, as things start to get better."

▶ Read the line twice. Students circle *came once more* and *scolded* on the NOTICE row.

ANSWER KEY: The fox comes back and scolds the youngest son for not following his advice.

CHECK FOR UNDERSTANDING

Ask a student what the fox does for the son right after this.

COMMON MISCONCEPTION

Students may say the story is over once the brothers take everything. The falling action still has to fix the trouble.

POSSIBLE STUDENT QUESTION

Does the falling action start right at the climax? Yes, the very next events, like the fox returning, are the falling action.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing where the falling action begins. Keep the demand at this level.

RAISE THE THINKING

Ask what the fox promises to do for the son.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that comes right after the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose what happens after the climax.

STAAR asks: **What happens right after the climax?** Pick the event that comes next.

"they came behind, and threw him down the bank, and took the princess, the horse, and the bird,"

- A** The fox pulls the youngest son out of the river. • **B** The youngest son shoots an arrow at the golden bird. • **C** The fox is changed back into the princess's brother.

I CAN | I can match an event to the right part of the plot.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 event that comes right after the climax."

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

"All three events happen in the story. Only one is the falling action right after the turning point."

▶ Students choose privately, then find each event in the story with a partner.

ANSWER KEY: A. The fox pulls the youngest son out of the river.

CHECK FOR UNDERSTANDING

Ask a student to find the line where the brothers throw the son into the river.

COMMON MISCONCEPTION

Students may pick C because the fox matters all along. That event is from the very end, not the falling action.

POSSIBLE STUDENT QUESTION

What if two choices are both true events? Check which part of the plot each one belongs to.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event right after the climax. Keep the demand at this level.

RAISE THE THINKING

Ask which choice is a rising action event and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the falling action.

STAAR asks: **Which sentence from the story best supports the idea that** the falling action starts to fix the trouble?

"Then he pulled him out of the river, and said to him, as he got upon the bank,"

I CAN | I can point to the exact sentence where the falling action begins.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the falling action."

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

"The falling action is where the trouble begins to heal. Find the sentence that proves it."

▶ Students underline *pulled him out of the river* on the **SHOW** row.

ANSWER KEY: Then he pulled him out of the river, and said to him, as he got upon the bank,

CHECK FOR UNDERSTANDING

Ask a student to say who is saved in this sentence.

COMMON MISCONCEPTION

Students may choose the line where the brothers throw him in. That is the climax; the rescue is the falling action.

POSSIBLE STUDENT QUESTION

Can one event be both falling action and resolution? No, the rescue starts the falling action and the resolution comes at the very end.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask what the son does right after the fox pulls him out.

TODAY'S THINKING JOB

OWN

"I can retell falling action events in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the falling action.

Write three events from the falling action in order. Use first, next, and last.

"So he dressed himself as a poor man, and came secretly to the king's court,"

I CAN | I can retell three falling action events using first, next, and last.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell falling action events in order."

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

"The falling action is a chain: one rescue leads to the next step."

▶ Students write three falling action events in order on the OWN row.

ANSWER KEY: Example: First the fox rescues him, next he comes to the court as a poor man, last the horse eats and the bird sings.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may include the brothers throwing him in. That is the climax, before the falling action starts.

POSSIBLE STUDENT QUESTION

Do the events have to be exciting? No, falling action events can be quiet, like a rescue and a return.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling falling action events in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which of their events shows the trouble getting better.

TODAY'S THINKING JOB

DEFEND

"I can explain how falling action events connect."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the falling action.

How does the fox pulling the son out of the river lead to the princess returning? Explain the connection.

"and was scarcely within the doors when the horse began to eat, and the bird to sing, and the princess left off weeping."

I CAN | I can explain how the rescue leads to the happy ending.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how falling action events connect."

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

"The falling action is a chain of fixes. One rescue leads to the next."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: The rescue leads to the son reaching the court, so the horse eats, the bird sings, and the princess stops weeping, and the falling action leads to the ending.

CHECK FOR UNDERSTANDING

Ask a student to prove the rescue leads to the happy ending with a line from the story.

COMMON MISCONCEPTION

Students may call every fix the resolution. The rescue and return are the falling action; the resolution is the final end.

POSSIBLE STUDENT QUESTION

Why does the rescue matter so much? Because without it, the son could not reach the court and win back the princess.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how falling action events connect. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the fox never pulled the son out.

Follow the plot on your own.

Go back to the story. Write the event that happens right after the fox pulls the youngest son out of the river. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the fox pulls the youngest son out of the river.
Copy the sentence that proves it.

I CAN | I can find what happens next and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the rescue in the story first. Then read the very next sentence."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Right after the brothers throw him into the river, the old fox comes back and scolds him for not listening. This is where the falling action begins, because the fox is about to pull him out.

CHOOSE A. The fox pulls the youngest son out of the river, right after the brothers throw him down the bank. B is Wrong part of the story: the arrow shot is rising action. C is Wrong plot element: the fox changing back is the resolution.

SHOW Then he pulled him out of the river, and said to him, as he got upon the bank. This sentence shows the fox saving the son, and that rescue is the first step of the falling action.

OWN Answers vary. Example: First, the fox pulls the son out of the river. Next, he dresses as a poor man and comes secretly to the king's court. Last, the horse begins to eat, the bird sings, and the princess stops weeping.

DEFEND The rescue starts the chain: the son reaches the court, the horse began to eat, the bird to sing, and the princess left off weeping, so the falling action leads to the ending. Naming this part the resolution is the Wrong plot element trap.

YOUR TURN Answers vary. Example: The fox warns him that his brothers are watching for him. Proof: Your brothers have set watch to kill you, if they find you in the kingdom.

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Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“the two brothers said, ‘Let us sit down by the side of the river, and rest a while, to eat and drink.’ ... they came behind, and threw him down the bank, and took the princess, the horse, and the bird,”

What happens right after the climax?

A The golden bird screams and wakes the sleeping soldiers.

B The brothers are seized and punished by the king.

C The youngest son shoots an arrow at the fox.

D The fox comes back and pulls him out of the river.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the brothers really are punished, without checking that the punishment belongs to the resolution, not the falling action.

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.

PLOT

The answer is D.

The golden bird screams and wakes the sleeping soldiers.

- A** Another Place: Wrong part of the story. The bird screams early, when the son first tries to take it, in the rising action.

The brothers are seized and punished by the king.

- B** Pattern Mix-Up: Wrong plot element. Punishing the brothers is the resolution, not the falling action that comes right after the climax.

The youngest son shoots an arrow at the fox.

- C** Another Place: Wrong part of the story. The arrow shot at the fox happens at the start of the journey, in the rising action.

The fox comes back and pulls him out of the river. Correct.

- D** Correct. Right after the brothers throw him down the bank, the old fox comes back and pulls him out of the river, so the falling action begins.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is the part of the story where the main problem gets solved.

I can tell how the ending fixes the trouble, and I check who really does each action.

The test gives me traps that use the wrong character, so I reread before I choose.

THIS WEEK'S FOCUS

Plot

from “The Golden Bird”*

This week we learn about **the resolution**, the part of the story where the main problem gets solved. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read **The Golden Bird**. STAAR asks: **How does the resolution solve the main problem?** Trap this week: **Wrong character**, a choice that gives a real action to the wrong character.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 5 • Cluster 1 • Plot

TEKS 5.8(C) • Plot • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the resolution. The resolution is the part of the story where the main problem gets solved.”

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

“Each day we will practice a real STAAR question about how the resolution solves the problem, and we will learn to spot answers that use the wrong character.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 1 Module 4 . a class or student copy of “The Golden Bird” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to tell how a favorite movie's problem gets solved at the end.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how the resolution solves the problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the resolution.

Read the lines where the youngest son comes back to the king. Notice what happens to the brothers and to the princess.

"and they were seized and punished, and he had the princess given to him again;"

I CAN | I can notice what happens to each character at the end of the story.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Plot • Monday

TEKS 5.8(C) • Plot • 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 how the resolution solves the problem."

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

"The resolution is where the main problem gets solved. Watch what happens to each character at the end."

▶ Read the line twice. Students circle seized and punished and princess given on the NOTICE row.

ANSWER KEY: The brothers are seized and punished, and the princess is given back to the son.

CHECK FOR UNDERSTANDING

Ask a student what happens to the princess in the resolution.

COMMON MISCONCEPTION

Students may stop at the rescue from the river. That is the falling action; the resolution comes when the problem is fully solved.

POSSIBLE STUDENT QUESTION

Is the resolution always at the very end? Yes, it is the part where the main problem gets solved.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how the resolution solves the problem. Keep the demand at this level.

RAISE THE THINKING

Ask why the king listens to the youngest son.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the resolution solves the problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the problem is solved.

STAAR asks: **How does the resolution solve the main problem?** Pick the best answer.

"Then he went to the king, and told him all his brothers' roguery;"

- A** The fox tells the king about the brothers' roguery. • **B** The son tells the king the truth and wins back the princess. • **C** The princess seizes and punishes the two brothers.

I CAN | I can check who really does each action in the resolution.



The Writing Academy®, LLC

Grade 5 • Cluster 1 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 how the resolution solves the problem."

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

"The resolution solves the problem, but we have to check who really does the solving."

▶ Students choose privately, then reread the ending with a partner to check each name.

ANSWER KEY: B. The son tells the king the truth and wins back the princess.

CHECK FOR UNDERSTANDING

Ask a student to find the line where the son goes to the king.

COMMON MISCONCEPTION

Students may pick A because the fox is helpful all along. It is the son, not the fox, who tells the king.

POSSIBLE STUDENT QUESTION

How do I know who really does the action? I reread the lines and check the name the story gives.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how the resolution solves the problem. Keep the demand at this level.

RAISE THE THINKING

Ask which choice names the wrong character and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the resolution.

STAAR asks: Which sentence from the story best supports the idea that the son wins everything back in the resolution?

"and after the king's death he was heir to his kingdom."

I CAN | I can point to the exact sentence that shows the final reward.



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Grade 5 · Cluster 1 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the resolution."

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

"The resolution ends with a reward. Find the sentence that proves it."

▶ Students underline heir to his kingdom on the SHOW row.

ANSWER KEY: and after the king's death he was heir to his kingdom.

CHECK FOR UNDERSTANDING

Ask a student to say what the son becomes at the very end.

COMMON MISCONCEPTION

Students may choose the line where the fox pulls him out. That rescue is the falling action; this line proves the final reward.

POSSIBLE STUDENT QUESTION

Why is the heir line part of the resolution? Because it shows the son's reward after the problem is solved.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what the king does to the brothers in the resolution.

TODAY'S THINKING JOB

OWN

"I can retell the resolution in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the resolution.

Write three events from the resolution in order. Use first, next, and last.

"and in a moment the fox was changed into a man, and turned out to be the brother of the princess,"

I CAN | I can retell three resolution events using first, next, and last.



The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the resolution in order."

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

"The resolution can be told as steps: set things right, receive the reward, and solve the last mystery."

▶ Students write three resolution events in order on the OWN row.

ANSWER KEY: Example: First the brothers are punished, next the princess is given back, last the fox becomes the princess's brother.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may start with the fox pulling him out. That rescue is the falling action, not the resolution.

POSSIBLE STUDENT QUESTION

Does the fox reveal count as resolution? Yes, it is the last mystery solved at the very end.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which of their events solves the main problem.

TODAY'S THINKING JOB

DEFEND

"I can explain how the resolution solves the problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the resolution.

How does the event in paragraph 18 lead to the main problem being solved? Explain the connection.

"and he had the princess given to him again;"

I CAN | I can explain the chain that leads to the main problem being solved.



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Grade 5 · Cluster 1 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the resolution solves the problem."

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

"The resolution is a chain: the son speaks, the king acts, and the problem is solved."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: The son's truthful report leads the king to punish the brothers and give back the princess, so the main problem is solved.

CHECK FOR UNDERSTANDING

Ask a student to prove the chain with a line from the story.

COMMON MISCONCEPTION

Students may say the fox solves everything. The fox rescues him, but the son's report to the king is what fixes the problem.

POSSIBLE STUDENT QUESTION

Why does telling the king matter? Because the king is the one who can punish the brothers and give the princess back.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution solves the problem. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the son never told the king about his brothers.

Follow the plot on your own.

Go back to the story. Write what happens to the brothers in the resolution. Copy the sentence that proves it.

Go back to the story.
Write what happens to the brothers in the resolution.
Copy the sentence that proves it.

I CAN | I can find how the resolution solves the problem and prove it with a sentence from the story.

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Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the part where the son returns to the king. That is where the resolution begins."

▶ 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 brothers are seized and punished, and the princess is given to the son again. That is the resolution, because the main problem is finally fixed.

CHOOSE B. The son tells the king the truth and wins back the princess. A is Wrong character: the fox never goes to the king. C is Wrong character: the king punishes the brothers, not the princess.

SHOW and after the king's death he was heir to his kingdom. This line proves the son wins everything back, because the ending gives him the whole kingdom.

OWN Answers vary. Example: First, the son tells the king about his brothers, so they are seized and punished. Next, the princess is given back. Last, in a moment the fox is changed into a man who is the brother of the princess.

DEFEND Because the son tells the king the truth, the brothers are seized and punished, and he had the princess given to him again, so the chain solves the main problem. A student who credits the fox has the Wrong character trap.

YOUR TURN Answers vary. Example: The brothers are seized and punished. Proof: and they were seized and punished, and he had the princess given to him again;



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.

“they came behind, and threw him down the bank, and took the princess, the horse, and the bird, ... but the horse would not eat, the bird would not sing, and the princess wept.”

How does the resolution solve the main problem?

- A** The king orders the gardener to keep watch under the tree.
- B** The son tells the king about his brothers, so they are punished and he gets the princess back.
- C** The princess tells the king that the fox is really her brother.
- D** The fox seizes the brothers and punishes them himself.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Plot



TEKS 5.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the fox is clever, without checking who really punishes the brothers.

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.

PLOT

The answer is B.

- A** **The king orders the gardener to keep watch under the tree.**
Another Place: Wrong part of the story. Watching the tree is how the problem begins, not how it is solved.
- B** **The son tells the king about his brothers, so they are punished and he gets the princess back. **Correct.****
Correct. The son tells the king about the brothers, so they are seized and punished and the princess is given back to him.
- C** **The princess tells the king that the fox is really her brother.**
Another Place: Wrong character. It is the son who goes to the king and tells what happened, not the princess.
- D** **The fox seizes the brothers and punishes them himself.**
Another Place: Wrong character. The king seizes and punishes the brothers; the fox never does that.



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Grade 5 · Cluster 1 · Plot

TEKS 5.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the events that build after the problem begins.

I can tell which event matters most to the plot, and I prove it with the story.

The test gives me traps that are only small details, so I look for the event that drives the plot.

THIS WEEK'S FOCUS

Plot

from “Mother Holle”

This week we learn about **the rising action**, the events that build after the problem begins. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **Mother Holle**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, a tiny detail that really happens but does not drive the plot.

This deck teaches **following the plot the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 5 • Cluster 2 • Plot

TEKS 5.8(C) • Plot • 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 are learning about the rising action in Mother Holle, and about the event that matters most to the plot.”

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

“Each day we will practice a real STAAR question about which event is most important, and we will learn to spot answers that are only small details.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 Module 1 . a class or student copy of “Mother Holle” . the student tracking sheet . pencils . *
In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name the one event that changes everything in a favorite movie.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the problem that starts the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the problem.

Read the first lines of **Mother Holle**. Notice what happens to the spindle by the well.

"the spindle suddenly sprang out of her hand and fell into the well."

I CAN | I can notice what goes wrong at the beginning of the story.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the problem that starts the rising action."

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

"Every rising action starts with a problem. Listen for what goes wrong."

▶ Read the line twice. Students circle *sprang out of her hand* on the NOTICE row.

ANSWER KEY: The spindle springs out of the girl's hand and falls into the well.

CHECK FOR UNDERSTANDING

Ask a student what the stepmother tells the girl to do about the spindle.

COMMON MISCONCEPTION

Students may say the story starts with the lazy sister. Watch for the spindle first; the sister comes much later.

POSSIBLE STUDENT QUESTION

Is the lost spindle the problem? Yes, it makes the stepmother angry and sends the girl to the well.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem that starts the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask what the girl does next after the spindle falls.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event most important to the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the key event.

STAAR asks: **Which event is most important to the plot?** Pick the event that drives the story.

"and at last in her distress she jumped into the water after the spindle."

A The cock on the well calls out to the girl. • **B** The girl shakes the apple tree until the apples fall. • **C** The girl jumps into the well after the spindle.

I CAN | I can tell a key event from a small detail.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 event most important to the plot."

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

"All three things happen in the story. Only one starts the adventure that the rest of the plot depends on."

▶ Students choose privately, then find each event in the story with a partner.

ANSWER KEY: C. The girl jumps into the well after the spindle.

CHECK FOR UNDERSTANDING

Ask a student to find the line where the girl jumps into the well.

COMMON MISCONCEPTION

Students may pick A because the cock's call is easy to see. A tiny detail is not the event that drives the plot.

POSSIBLE STUDENT QUESTION

How do I find the most important event? Ask which event the rest of the story depends on.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the event most important to the plot. Keep the demand at this level.

RAISE THE THINKING

Ask which choice is only a small detail and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the key event."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the key event.

STAAR asks: Which sentence from the story best supports the idea that the jump carries the girl into the adventure?

"She remembered nothing more until she awoke and found herself in a beautiful meadow, full of sunshine, and with countless flowers blooming in every direction."

I CAN | I can point to the exact sentence that proves the jump matters.



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Grade 5 · Cluster 2 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the key event."

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

"The most important event changes the story. Find the sentence that proves it."

▶ Students underline awoke and found herself in a beautiful meadow on the SHOW row.

ANSWER KEY: She remembered nothing more until she awoke and found herself in a beautiful meadow, full of sunshine.

CHECK FOR UNDERSTANDING

Ask a student what the girl finds when she wakes up.

COMMON MISCONCEPTION

Students may choose the line about the spindle falling. The fall sets up the problem; this line shows the adventure starting.

POSSIBLE STUDENT QUESTION

Why does waking in the meadow matter? Because it proves the jump worked and the new part of the story begins.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the key event. Keep the demand at this level.

RAISE THE THINKING

Ask what the girl does first in the meadow.

TODAY'S THINKING JOB

OWN

"I can retell rising action events in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write three events from the rising action in order. Use first, next, and last.

"So she shook the tree, and the apples came falling down upon her like rain;"

I CAN | I can retell three rising action events using first, next, and last.



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Grade 5 · Cluster 2 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell rising action events in order."

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

"The rising action is a chain of helpful deeds. One event leads to the next."

▶ Students write three rising action events in order on the OWN row.

ANSWER KEY: Example: First the girl jumps in, next she helps the bread and the apples, last she serves Mother Holle.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may include the sister's pitch ending. Stay with the first girl's rising action.

POSSIBLE STUDENT QUESTION

Do the events have to be about the girl only? For this row, yes, keep to her rising action.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling rising action events in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event shows the girl being kind.

TODAY'S THINKING JOB

DEFEND

"I can explain how rising action connects to the reward."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the key event.

How are the girl's helpful deeds connected to the gold she earns? Explain the connection.

"That is a reward for your industry,' said Mother Holle, and as she spoke she handed her the spindle which she had dropped into the well."

I CAN | I can explain the connection between hard work and the gold.



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Grade 5 · Cluster 2 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how rising action connects to the reward."

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

"The rising action pays off. Kind deeds lead to the reward."

▶ Students write the connection and the word so or because on the DEFEND row.

ANSWER KEY: The girl's hard work earns the reward, so Mother Holle gives her gold and the spindle, and that is how her deeds connect to the ending.

CHECK FOR UNDERSTANDING

Ask a student to prove the reward with a line from the story.

COMMON MISCONCEPTION

Students may say the gold is just luck. The story ties it to her industry, her hard work.

POSSIBLE STUDENT QUESTION

Why does Mother Holle give her gold? Because she served well, and the reward is for her industry.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how rising action connects to the reward. Keep the demand at this level.

RAISE THE THINKING

Ask what the lazy sister earns and why it is different.

Follow the plot on your own.

Go back to the story. Write the event that is most important to the plot. Copy the sentence that proves it.

Go back to the story.
Write the event that is most important to the plot.
Copy the sentence that proves it.

I CAN | I can find the event that matters most and prove it with a sentence from the story.

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Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · 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.

“Look for the event without which the story could not happen. That is the one to write.”

▶ 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 As the girl leans over the well to wash off the blood, the spindle suddenly springs out of her hand and falls into the well. That lost spindle is what starts the trouble.

CHOOSE C. The girl jumps into the well after the spindle. A is Small detail, not a plot event: the cock's call at the end is a tiny detail. B is Small detail, not a plot event: the apple shaking shows kindness but does not drive the plot.

SHOW She remembered nothing more until she awoke and found herself in a beautiful meadow, full of sunshine. This line proves the jump leads somewhere new, because the next moment she is in the meadow where the rising action begins.

OWN Answers vary. Example: First, the girl jumps into the well. Next, she draws the bread out of the oven and shakes the apple tree until the apples rain down. Last, she agrees to serve Mother Holle and shakes the bed until the feathers fly.

DEFEND Because the girl helps the bread, the apples, and Mother Holle, she earns the gold, so Mother Holle says that is a reward for your industry. A student who calls the gold a small detail has the Small detail, not a plot event trap.

YOUR TURN Answers vary. Example: The girl jumps into the well after the spindle. Proof: and at last in her distress she jumped into the water after the spindle.

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Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

"Her stepmother sent her out every day to sit by the well in the high road, there to spin until she made her fingers bleed. ... 'As you have let the spindle fall into the well you may go yourself and fetch it out.'"

Which event is most important to the plot?

- A** The girl shakes the apple tree until all the apples fall.
- B** The lazy sister pricks her finger on a thorn-bush.
- C** The girl jumps into the water after the spindle.
- D** The cock on the well crows when the girl comes home.



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Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the apple shaking is kind, without checking whether it drives the plot.

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.

PLOT

The answer is C.

The girl shakes the apple tree until all the apples fall.

- A** Topic Trap: Small detail, not a plot event. Shaking the apples shows her kindness, but it does not drive the plot the way the jump does.

The lazy sister pricks her finger on a thorn-bush.

- B** Another Place: Wrong part of the story. The thorn-bush trick comes from the lazy sister's part, in the second half of the story.

The girl jumps into the water after the spindle. Correct.

- C** Correct. The jump into the well carries the girl into the meadow and starts the rising action, so it is the event most important to the plot.

The cock on the well crows when the girl comes home.

- D** Topic Trap: Small detail, not a plot event. The cock's crow only marks her return home; it does not drive the plot.



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TEKS 5.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A setting is where and when a story happens.

The cafeteria setting starts this mystery because the cookies vanish there.

Setting details can be true but still not drive the plot, so I check what the place does.

THIS WEEK'S FOCUS

Plot

from “The Great Chocolate Chip Cookie Mystery”

This week we learn how **the setting** matters to a plot. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **The Great Chocolate Chip Cookie Mystery**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a detail about a place that does not drive the story.

This deck teaches **how the setting starts the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Plot

TEKS 5.8(C) • Plot • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning how the setting can matter to a plot. In this story, the cafeteria is where the cookie mystery begins.”

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

“Each day we will practice a real STAAR question about the setting and the plot, and we will learn to spot setting details that do not drive the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 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 where the cookie mystery starts and what the class does first.

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 where a story begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice where the mystery begins.

Read the first lines of **The Great Chocolate Chip Cookie Mystery**. Notice the time and place, and what the problem is.

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

I CAN | I can notice the setting and the first problem of a story.



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Grade 5 · Cluster 2 · Plot · Monday

TEKS 5.8(C) · Plot · 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 where a story begins."

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

"Every mystery starts somewhere. Look for the place where the trouble begins."

▶ Read the line twice. Students circle Friday morning on the NOTICE row.

ANSWER KEY: The story starts in the cafeteria at lunch, where the cookies are missing.

CHECK FOR UNDERSTANDING

Ask a student what is missing at the start of the story.

COMMON MISCONCEPTION

Students may describe the whole cafeteria instead of one detail. The tray shows exactly where the cookies were.

POSSIBLE STUDENT QUESTION

Why does the time matter? Because it tells us the mystery happens during Friday lunch, right in the cafeteria.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setting and the first problem. Keep the demand at this level.

RAISE THE THINKING

Ask what the lunch line does when it hears the cookies are gone.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells what the cafeteria setting does to the plot.

"Jordan pointed dramatically at an empty silver tray."

- A** The cafeteria has a serving window with a long lunch line. • **B** The cookies vanish in the cafeteria, so the mystery begins there. • **C** The lunch line stops moving because the students are very hungry.

I CAN | I can tell how the setting starts the plot.



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Grade 5 · Cluster 2 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 how the setting matters."

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

"A setting detail tells where things are. An event moves the story."

▶ Students choose privately, then find the tray and the window in the story.

ANSWER KEY: B. The cookies vanish in the cafeteria, so the mystery begins there.

CHECK FOR UNDERSTANDING

Ask a student to point out the choice that is only about the place.

COMMON MISCONCEPTION

Students may pick A because the window is really in the story. A detail can be true and still not drive the plot.

POSSIBLE STUDENT QUESTION

What is the difference between a setting detail and an event? A detail describes the place; an event moves the story forward.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the setting matters to the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the cookies were missing somewhere else.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves where an event starts."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the investigation begins.

STAAR asks: Which sentence from the story best supports the idea that the investigation begins right in the cafeteria?

"Within thirty seconds, the investigation had already gone completely out of control."

I CAN | I can point to the exact sentence that supports an idea about the plot.



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Grade 5 • Cluster 2 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves where an event starts."

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

"Hunt for the line that shows the event actually starting."

▶ Take two or three answers. Students underline gone completely out of control.

ANSWER KEY: Within thirty seconds, the investigation had already gone completely out of control.

CHECK FOR UNDERSTANDING

Ask a student where the investigation starts according to the sentence.

COMMON MISCONCEPTION

Students may choose a line about the research later. The question asks where the investigation begins, not where it ends.

POSSIBLE STUDENT QUESTION

Does the sentence have to use the word cafeteria? No. It just has to prove the event starts in that place.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that starts the investigation. Keep the demand at this level.

RAISE THE THINKING

Ask what the class does right after the investigation goes out of control.

TODAY'S THINKING JOB

OWN

"I can retell investigation events in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write three events from the investigation in the order the class does them. Use first, next, and last.

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

I CAN | I can retell the rising action of the story in order.



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Grade 5 · Cluster 2 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell investigation events in order."

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

"Use first, next, and last so a listener can follow the investigation."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First the class guesses, next the teams gather evidence, last they compare sources.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may start with the next Friday when the cookies are back. That comes last, after the investigation.

POSSIBLE STUDENT QUESTION

Do the events have to use exact story words? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in the rising action matters most and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how the setting starts the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend how the setting matters.

How does the cafeteria setting lead to the rising action of the story?

"Behind them, the lunch line stopped moving."

I CAN | I can defend how the setting leads into the rising action.



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Grade 5 · Cluster 2 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the setting starts the plot."

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

"The setting can start the plot. Look for the place that makes the problem appear."

▶ Students write the connection between the tray, the guesses, and the investigation on the DEFEND row.

ANSWER KEY: The cookies vanish in the cafeteria, the class guesses, and the investigation begins. The trap is Wrong part of the story.

CHECK FOR UNDERSTANDING

Ask a student to prove the chain by finding each event in the story.

COMMON MISCONCEPTION

Students may say the setting is just the background. In this story the setting is where the problem appears.

POSSIBLE STUDENT QUESTION

Can the setting do more than tell where we are? Yes. Here it is where the whole mystery starts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the setting leads to the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the cookies were missing at home instead of at school.

Track the mystery yourself.

Go back to the story. Write the event that begins the investigation. Copy the sentence that proves it.

Go back to the story.
Write the event that begins the investigation.
Copy the sentence that proves it.

I CAN | I can find the event that starts the investigation and prove it with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the moment the class starts guessing. That is where the investigation begins."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The story opens at 11:42 on Friday morning, when fifth grade has a problem: the cookies are gone.

CHOOSE B. The cookies vanish in the cafeteria, so the mystery begins there. A is Setting detail, not the plot: the window and the line describe the place. C is Wrong motive: the line stops because the cookies are gone, not from hunger.

SHOW Within thirty seconds, the investigation had already gone completely out of control. The guessing starts at the lunch table, so this line proves the investigation begins right there in the cafeteria.

OWN Answers vary. Example: First the class makes guesses about the cookies. Next the teams gather evidence. Last they compared several sources instead of stopping after the first one.

DEFEND Because the cookies vanish in the cafeteria, the class starts guessing, and those guesses lead straight into the investigation. Behind them, the lunch line stopped moving, so the setting starts the rising action.

YOUR TURN Answers vary. Example: The class starts making guesses about the missing cookies. Proof: Within thirty seconds, the investigation had already gone completely out of control.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“By 11:42 on Friday morning, fifth grade had a problem. ... ‘They’re gone,’ announced Jordan, staring through the cafeteria serving window ... ‘But the menu said chocolate chip cookies!’ another student cried.”

Which event shows that the rising action begins in the cafeteria?

- A** Ruth Wakefield ran the Toll House Inn in Massachusetts.
- B** Jordan points at the empty tray and the class starts guessing.
- C** The cafeteria serving window is made of glass and steel.
- D** The cafeteria has a serving window where students line up.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking D because the serving window is a real detail, without asking whether it moves the plot.

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.

PLOT

The answer is B.

Ruth Wakefield ran the Toll House Inn in Massachusetts.

- A** Pattern Mix-Up: Out of order. The Toll House research happens later, after the class begins guessing in the cafeteria.

Jordan points at the empty tray and the class starts guessing. Correct.

- B** Correct. Right in the cafeteria, Jordan points at the empty tray and the class starts making guesses, which begins the rising action.

The cafeteria serving window is made of glass and steel.

- C** Stretched or Unsupported: Not in the text. The story never says what the serving window is made of.

The cafeteria has a serving window where students line up.

- D** Topic Trap: Setting detail, not the plot. The serving window tells where students stand; it is not an event that moves the story.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of a story, where the problem begins to change.

In this story, the turning point comes when the class builds a plan that fits everyone.

The climax does not cause itself; I look for the events that make it happen.

THIS WEEK'S FOCUS

Plot

from “The Fifth-Grade Cookie Commission”

This week we learn **what causes the climax**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **The Fifth-Grade Cookie Commission**. STAAR asks: **What causes the climax of the story?** Trap this week: **Cause and effect switched**, when a choice says an effect caused the turning point instead of the other way around.

This deck teaches **what causes the turning point** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Plot

TEKS 5.8(C) • Plot • 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 what causes the climax, the turning point of a story. In this story, the class must decide one Friday treat plan.”

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

“Each day we will practice a real STAAR question about what causes the climax, and we will learn to spot answers that switch cause and effect.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 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 name the turning point of the story and one event that caused 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 how a story begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the challenge begins.

Read the first lines of **The Fifth-Grade Cookie Commission**. Notice what Principal Bennett asks fifth grade to do.

"Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard."

I CAN | I can notice the challenge that starts the plot.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Monday

TEKS 5.8(C) · Plot · 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 how a story begins."

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

"Every plot starts with a moment that sets things moving. Look for it."

▶ Read the line twice. Students circle carrying a clipboard on the NOTICE row.

ANSWER KEY: Principal Bennett brings the Cookie Commission challenge to fifth grade.

CHECK FOR UNDERSTANDING

Ask a student what the commission must decide.

COMMON MISCONCEPTION

Students may say the story begins with the survey. The survey comes later, after the challenge.

POSSIBLE STUDENT QUESTION

Why does the clipboard matter? Because it shows a principal with business, not an extra recess.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the challenge that starts the plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the room does when the commission is announced.

TODAY'S THINKING JOB

CHOOSE

"I can choose what causes the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose what causes the climax.

STAAR asks: **What causes the climax of the story?** First find the turning point, then pick what makes it happen.

"Whatever you recommend should include a choice they can safely enjoy."

A The class needs a plan that gives everyone a safe choice. • **B** Sofia proposes cupcakes once a month. • **C** Eli founds Cookies for All with one cookie every Friday.

I CAN | I can tell which events make the turning point happen.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 what causes the climax."

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

"The turning point comes from the events before it. Look back."

▶ Students choose privately, then trace the turning point back to its causes with a partner.

ANSWER KEY: A. The class needs a plan that gives everyone a safe choice.

CHECK FOR UNDERSTANDING

Ask a student which event pushes the class toward the turning point.

COMMON MISCONCEPTION

Students may pick B because cupcakes really were proposed. A real idea can still miss the cause.

POSSIBLE STUDENT QUESTION

How do I know what causes the climax? I ask what the class needed right before the turning point.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the cause of the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would happen if no one mentioned allergies.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show why the class needed more information.

STAAR asks: **Which sentence from the story best supports the idea that** the class needs a plan that fits different reasons?

"This time students could explain their reasoning."

I CAN | I can point to the exact sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves an idea."

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

"Find the line that proves the idea. It should say it almost directly."

▶ Take two or three answers. Students underline could explain their reasoning.

ANSWER KEY: This time students could explain their reasoning.

CHECK FOR UNDERSTANDING

Ask a student what the second survey reveals.

COMMON MISCONCEPTION

Students may choose a line about the first survey numbers. The idea is about reasons, not votes.

POSSIBLE STUDENT QUESTION

Why does the second survey matter? Because it gives the reasons the class needs to build a fair plan.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports the need for a new plan. Keep the demand at this level.

RAISE THE THINKING

Ask what the class does with the reasons they collect.

TODAY'S THINKING JOB

OWN

"I can retell events that lead to the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the climb to the turning point.

Write three events that lead up to the turning point of the story, in order.

"The students reviewed everything they had collected."

I CAN | I can put the rising action in order up to the turning point.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell events that lead to the climax."

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

"List the events in order so the turning point makes sense."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First the survey, next the cost and allergy talks, last the plan for everyone.

CHECK FOR UNDERSTANDING

Ask a student to read their events while the class finds the turning point.

COMMON MISCONCEPTION

Students may start with the presentation on Friday. That comes after the turning point.

POSSIBLE STUDENT QUESTION

Must I name the climax in my list? No, just the events that build up to it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action up to the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student which collected fact matters most and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how an event causes the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the cause.

How does the second survey lead to the turning point of the story?

"Some liked cookies because they were familiar."

I CAN | I can defend how the rising action leads into the turning point.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how an event causes the climax."

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

"Ask what changed because of the new information. That is the cause."

▶ Students write the cause and the turning point on the DEFEND row.

ANSWER KEY: The survey reasons cause the class to build the rotating plan. The trap is Cause and effect switched.

CHECK FOR UNDERSTANDING

Ask a student to prove the cause by finding the survey in the story.

COMMON MISCONCEPTION

Students may name the turning point as its own cause. Ask them what happened first.

POSSIBLE STUDENT QUESTION

What is cause and effect? Cause is what makes something happen; effect is what follows.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the rising action causes the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose if the class never ran the second survey.

Track the turning point yourself.

Go back to the story. Write the plan Tessa draws when the class reaches the turning point. Copy the sentence that proves it.

Go back to the story.
Write the plan that becomes the turning point.
Copy the sentence that proves it.

I CAN | I can find the turning point and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the chart Tessa draws. Read what she proposes right after it."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The story begins when Principal Bennett walks into Mrs. Delgado's classroom carrying a clipboard and gives fifth grade the Cookie Commission challenge.

CHOOSE A. The class needs a plan that gives everyone a safe choice. B is Wrong part of the story: Sofia's cupcake plan is one competing idea. C is Out of order: Eli's party forms before the surveys.

SHOW This time students could explain their reasoning. The second survey shows that people want different things, so the class needs a plan that fits more than one choice.

OWN Answers vary. Example: First the class surveys students and learns the reasons. Next they hear the cost and allergy information. Last the students reviewed everything they had collected and built the plan everyone could accept.

DEFEND Because the second survey shows that people choose treats for different reasons, the class sees that no single treat fits everyone, and that leads Tessa to propose the rotating plan. Some liked cookies because they were familiar.

YOUR TURN Answers vary. Example: Tessa proposes a rotating Friday treat with a safe alternative each week. Proof: What if we rotate the Friday treat

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · Week 11 of 36 · Cluster 2 · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“The students reviewed everything they had collected. ... The second survey explained reasons. ... The nurse explained health and allergy concerns.”

What causes the climax of the story?

- A** Cookies receive forty-four percent of the first survey votes.
- B** Jordan accepts democracy and stops arguing about cookies.
- C** Trevor raises his banana sign and says democracy has spoken.
- D** The students use the reasons and allergy needs to shape a plan for everyone.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because cookies really won the first survey, without asking whether that vote caused the turning point.

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.

PLOT

The answer is D.

Cookies receive forty-four percent of the first survey votes.

- A** Another Place: Wrong part of the story. The first survey comes early; it starts the debate, it does not create the compromise plan.

Jordan accepts democracy and stops arguing about cookies.

- B** Reversed Meaning: Cause and effect switched. Jordan accepts the plan after the turning point, so accepting does not cause it.

Trevor raises his banana sign and says democracy has spoken.

- C** Topic Trap: Small detail, not a plot event. The banana sign is a joke moment; it does not cause the compromise plan.

The students use the reasons and allergy needs to shape a plan for everyone. Correct.

- D** Correct. The survey reasons and the allergy needs push the class to build the rotating plan with a safe alternative, which is the turning point.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is the events that come after the climax and lead to the resolution.

In *Mother Holle*, the gold shower is the climax, and the return home is the falling action.

A *Goes too far* trap adds something the text never says, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “*Mother Holle*”

This week we learn about **the falling action**, the events after the climax that lead to the resolution. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read the fairy tale ***Mother Holle***. STAAR asks: **How do the events after the climax lead to the resolution?** Trap this week: ***Goes too far***, a choice that adds more than the story really says.

This deck teaches **following the falling action to the resolution** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 5 • Cluster 2 • Plot

TEKS 5.8(C) • Plot • Week 12 of 36 • Cluster 2 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the falling action. It is the part of the plot that comes after the climax and leads to the resolution.”

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

“Each day we will practice a real STAAR question about the events after the climax, and we will learn to spot choices that go too far.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 2 Module 4 . a class or student copy of “*Mother Holle*” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to tell the events that come after the big moment in a favorite movie.

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 where the falling action begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the falling action begin.

Read the lines right after the gold shower in **Mother Holle**. Notice the first event of the falling action.

"The gate was then closed, and the girl found herself back in the old world close to her mother's house."

I CAN | I can notice the events right after the climax.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Monday

TEKS 5.8(C) · Plot · 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 where the falling action begins."

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

"The falling action starts right after the big moment. Look for the very next event."

▶ Read the line twice. Students circle back in the old world on the NOTICE row.

ANSWER KEY: The gate closes and the girl is back near her mother's house.

CHECK FOR UNDERSTANDING

Ask a student what happened just before the gate closed.

COMMON MISCONCEPTION

Students may point to the gold shower itself. That is the climax; the falling action is what comes after it.

POSSIBLE STUDENT QUESTION

Is the falling action the same as the ending? No. It is the events that carry the story to the ending.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing where the falling action begins. Keep the demand at this level.

RAISE THE THINKING

Ask what the girl finds when she looks around her mother's house.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that leads to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the falling action event.

STAAR asks: **How do the events after the climax lead to the resolution?** Pick the falling action event that carries the girl to the resolution.

"Then she went in to her mother and sister, and as she was so richly covered with gold, they gave her a warm welcome."

A The gold makes her happy for the rest of her life. • **B** The girl returns through the gate, and her family welcomes her home. • **C** The girl wakes up in a meadow full of sunshine and flowers.

I CAN | I can tell the falling action from other parts of the plot.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 event that leads to the resolution."

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

"All three events really happen. Only one is part of the falling action."

▶ Students choose privately, then find each event in the story with a partner.

ANSWER KEY: B. The girl returns through the gate, and her family welcomes her home.

CHECK FOR UNDERSTANDING

Ask a student to find the line where the family welcomes the girl.

COMMON MISCONCEPTION

Students may pick A because it sounds nice. Nice is not the same as in the text.

POSSIBLE STUDENT QUESTION

How do I know A goes too far? The story never says the gold makes her happy forever.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the falling action event that leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice comes before the climax and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the falling action lands.

STAAR asks: Which sentence from the story best supports the idea that the falling action brings the girl safely home?

"Cock-a-doodle-doo! Your golden daughter's come back to you."

I CAN | I can point to the exact sentence that proves the girl is home.



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Plot • Wednesday

TEKS 5.8(C) • Plot • Week 12 of 36 • Cluster 2 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

"Today's thinking job is SHOW. I can show the sentence that proves the falling action."

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

"Hunt for the sentence that shows the girl arriving home."

▶ Take two or three answers. Students underline golden daughter's come back on the SHOW row.

ANSWER KEY: Cock-a-doodle-doo! Your golden daughter's come back to you.

CHECK FOR UNDERSTANDING

Ask a student who is speaking in the sentence.

COMMON MISCONCEPTION

Students may choose the line about the meadow. The question asks about the return home, not the start of the journey.

POSSIBLE STUDENT QUESTION

Why does the cock's call matter? Because it announces that the girl is back home, safe and gold-covered.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the return home. Keep the demand at this level.

RAISE THE THINKING

Ask what the family does when the girl walks in.

TODAY'S THINKING JOB

OWN

"I can retell the falling action in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the falling action.

Write three events from the falling action and resolution in order. Use first, next, and last.

"She related to them all that had happened, and when the mother heard how she had come by her great riches, she thought she should like her ugly, lazy daughter to go and try her fortune."

I CAN | I can retell the falling action and resolution using first, next, and last.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the falling action in order."

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

"Use first, next, and last so a listener can follow the falling action."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First the gate closes, next the family welcomes her, last she tells her story and the sister tries her fortune.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may include the apple tree. Stay with the events after the gold shower.

POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the falling action in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event in their retelling starts the sister's part.

TODAY'S THINKING JOB

DEFEND

"I can explain how the falling action leads to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the falling action.

How do the events after the climax lead to the ending of the story? Explain the connection.

"But, try what she would, she could not get the pitch off and it stuck to her as long as she lived."

I CAN | I can defend how the events after the climax connect to the resolution.



The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the falling action leads to the resolution."

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

"One event leads to the next. The sister's ending closes the story."

▶ Students write the chain of events and the word so or because on the DEFEND row.

ANSWER KEY: The girl's story sends the sister, the sister is lazy, so she gets pitch, and that is how the story resolves.

CHECK FOR UNDERSTANDING

Ask a student to prove the sister's ending with a line from the story.

COMMON MISCONCEPTION

Students may say the sister gets gold too. The story gives her pitch, not gold.

POSSIBLE STUDENT QUESTION

Why does the sister get pitch? Because she refuses to help and serves badly, so Mother Holle is displeased.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the girl never told her story.

Follow the falling action on your own.

Go back to the story. Write the event that happens right after the shower of gold falls on the girl. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right after the shower of gold.
Copy the sentence that proves it.

I CAN | I can find the event after the climax and prove it with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the shower of gold first. Then read the very next sentence."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The gold shower is the climax, and the falling action begins the moment the gate closes, when the girl finds herself back in the old world close to her mother's house.

CHOOSE B. The girl returns through the gate, and her family welcomes her home. A is Goes too far: the story never says the gold makes her happy forever. C is Wrong part of the story: waking in the meadow is rising action, before the climax.

SHOW Cock-a-doodle-doo! Your golden daughter's come back to you. The cock's call proves she is home again, and that return home is the falling action after the gold shower.

OWN Answers vary. Example: First, the gate closes and the girl is back home. Next, the cock crows and her family welcomes her warmly. Last, she tells all that happened, and the mother sends the lazy sister to try her fortune.

DEFEND Because the girl tells how she earned the gold, the mother sends the lazy sister, so she refuses to help and ends covered in pitch, and try what she would, she could not get the pitch off. Saying she keeps gold forever is Goes too far.

YOUR TURN Answers vary. Example: The gate closes and the girl is back near her mother's house. Proof: The gate was then closed, and the girl found herself back in the old world close to her mother's house.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“a shower of gold fell upon her, and the gold clung to her, so that she was covered with it from head to foot. ... Then she went in to her mother and sister, and as she was so richly covered with gold, they gave her a warm welcome.”

How do the events after the climax lead to the resolution?

- A** The girl returns home through the gate, and her family welcomes her warmly.
- B** The gold shower makes the girl happy forever and ever.
- C** The girl shakes the apple tree until every apple falls down.
- D** The lazy sister earns gold, while the girl comes home covered in pitch.



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Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds happy, without checking that the story never says the gold makes her happy forever.

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.

PLOT

The answer is A.

The girl returns home through the gate, and her family welcomes her warmly. Correct.

- A** Correct. After the gold shower, the gate closes and she is back home, and her family's warm welcome carries the story to its resolution.

The gold shower makes the girl happy forever and ever.

- B** Stretched or Unsupported: Goes too far. The story says she is covered with gold; it never says the gold makes her happy forever and ever.

The girl shakes the apple tree until every apple falls down.

- C** Another Place: Wrong part of the story. Shaking the apple tree happens in the rising action, before the climax and the falling action.

The lazy sister earns gold, while the girl comes home covered in pitch.

- D** Reversed Meaning: Opposite of the text. The story gives the girl gold and the lazy sister pitch; this choice swaps the two.



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Grade 5 · Cluster 2 · Plot

TEKS 5.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the part of the plot where the problem builds.

In *A Voice of Their Own*, Thomas learns about self-government as the conflict grows.

The rising action leads to the climax, so I watch for events before the turning point.

THIS WEEK'S FOCUS

Plot

from “*A Voice of Their Own*”

This week we learn about **the rising action** in a play. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the play ***A Voice of Their Own***. STAAR asks: **Which event in the play is part of the rising action?** Trap this week: **Out of order**, an event that really happens, but at a different time in the plot.

This deck teaches **how the rising action builds in a play** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot

TEKS 5.8(C) • Plot • 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 are learning about the rising action in a play. *A Voice of Their Own* shows how colonists begin to question the laws made far away.”

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

“Each day we will practice a real STAAR question about the rising action, and we will learn to spot answers that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 3 Module 1 . a class or student copy of “*A Voice of Their Own*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what Thomas learns from Mr. Harris about Virginia.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a play begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the play begins.

Read the first lines of **A Voice of Their Own**. Notice where the colonists' laws are made.

"In the colonies, most laws were made far away in Great Britain."

I CAN | I can notice the first events of a play.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot • Monday

TEKS 5.8(C) • Plot • 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 how a play begins."

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

"Every play starts somewhere. Listen for the first facts the narrator gives."

▶ Read the line twice. Students circle far away in Great Britain on the NOTICE row.

ANSWER KEY: The laws were made far away in Great Britain.

CHECK FOR UNDERSTANDING

Ask a student where the colonists' laws were made.

COMMON MISCONCEPTION

Students may start with Thomas's question. The narrator speaks first.

POSSIBLE STUDENT QUESTION

Why does the narrator speak first? To tell us the setting before Thomas talks.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the beginning of a play. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas wonders about the laws.

TODAY'S THINKING JOB

CHOOSE

"I can choose an event from the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the rising action.

STAAR asks: **Which event in the play is part of the rising action?** Find the event that builds the problem before the turning point.

"They have a group of representatives who help make decisions."

A Thomas learns that people in Virginia choose representatives. • **B** Thomas says he finally understands at the end of the play. • **C** The king comes to the shop to speak with Thomas.

I CAN | I can pick the event that builds the problem in a play.



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Grade 5 • Cluster 3 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 an event from the rising action."

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

"The rising action comes before the turning point. Check where each event sits."

▶ Students choose privately, then put the three events in play order with a partner.

ANSWER KEY: A. Thomas learns that people in Virginia choose representatives.

CHECK FOR UNDERSTANDING

Ask a student which choice happens at the very end of the play.

COMMON MISCONCEPTION

Students may pick the ending line because it really happens. It comes after the rising action.

POSSIBLE STUDENT QUESTION

How can a true event be the wrong answer? Because it happens at a different time in the play.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing an event from the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Thomas learns from Mr. Harris about Virginia.

TODAY'S THINKING JOB

SHOW

"I can show the line that proves
Thomas's idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where Thomas's idea grows.

STAAR asks: Which line from the play best supports the idea that Thomas thinks having a voice is better than having none?

"That sounds better than having no say at all."

I CAN | I can point to the line that shows what Thomas thinks.



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Grade 5 · Cluster 3 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the line that proves Thomas's idea."

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

"Find the line where Thomas says how he feels."

▶ Take two or three answers. Students underline better than having no say.

ANSWER KEY: That sounds better than having no say at all.

CHECK FOR UNDERSTANDING

Ask a student what Thomas thinks about self-government.

COMMON MISCONCEPTION

Students may choose a narrator line about the setting. The question asks what Thomas thinks.

POSSIBLE STUDENT QUESTION

Why is this the best line? Because Thomas says in his own words that a voice is better.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line that shows Thomas's idea. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas compares having a voice to.

TODAY'S THINKING JOB

OWN

"I can retell the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write two events that build the rising action in this play, in the order they happen.

"As more laws were passed, colonists began to think differently."

I CAN | I can retell events in the order they happen.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the rising action."

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

"Use first and next so a listener can follow the rising action."

▶ Students write two rising action events in order on the OWN row.

ANSWER KEY: Example: Thomas questions the laws, then he learns about Virginia's representatives.

CHECK FOR UNDERSTANDING

Ask a student to read their two events while the class checks the order.

COMMON MISCONCEPTION

Students may use the final line of the play. Stay with events before the turning point.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the play? No. Keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action of a play. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling builds the most.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend how the play builds.

How does Mr. Harris's news about Virginia lead to Thomas's new idea?

"If we live here and follow these laws, we should have a part in making them."

I CAN | I can defend how the rising action builds to the turning point.



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Grade 5 · Cluster 3 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how one event leads to the next."

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

"The rising action moves the plot. Ask how one event leads to the next."

▶ Students write how the Virginia news leads to Thomas's firm idea on the DEFEND row.

ANSWER KEY: The news about Virginia leads to Thomas's idea that colonists should help make the laws.

CHECK FOR UNDERSTANDING

Ask a student to find the line where Mr. Harris states the belief.

COMMON MISCONCEPTION

Students may say Thomas understood from the start. The talk with Mr. Harris changes his thinking.

POSSIBLE STUDENT QUESTION

Why does the news about Virginia matter? Because it gives Thomas a real example of a voice.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the rising action builds to the turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Thomas never asked his first question.

Find the rising action yourself.

Go back to the play. Write one event from the rising action. Copy the line that proves it.

Go back to the play.
Write one event from the rising action.
Copy the line that proves it.

I CAN | I can find a rising action event and prove it with a line from the play.

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Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the part of the play before the turning point. The rising action is right there."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The play opens with the narrator telling us that most colonial laws were made far away in Great Britain. That sets up the problem Thomas will question.

CHOOSE A. Thomas learns that people in Virginia choose representatives. B is Out of order: Thomas says this at the end of the play, after the rising action. C is Not in the text: the king never appears in this play.

SHOW That sounds better than having no say at all. Thomas says this right after Mr. Harris explains self-government, and it shows he wants a voice in the laws.

OWN Answers vary. Example: Thomas asks why the colonies follow laws made far away, and Mr. Harris tells him about Virginia's representatives. The narrator says that as more laws were passed, colonists began to think differently.

DEFEND Because Mr. Harris's news about Virginia gives Thomas a real example, he starts to want a voice and agrees that if we live here and follow these laws, we should have a part in making them. Saying he understood at the start is Out of order.

YOUR TURN Answers vary. Example: Thomas learns about Virginia's representatives. Proof: They have a group of representatives who help make decisions.

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Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“In the colonies, most laws were made far away in Great Britain. ... Over time, some colonists began to question this. ... As more laws were passed, colonists began to think differently.”

Which event in the play is part of the rising action?

- A** Thomas sweeps outside the shop while Mr. Harris looks over papers.
- B** Mr. Harris says that once people start thinking that way, it's hard to go back.
- C** Thomas learns that people in Virginia choose representatives to help make decisions.
- D** The king rides through town and orders the shop closed.



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Grade 5 · Cluster 3 · Plot

TEKS 5.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Mr. Harris really does say that line, without checking where in the play it comes.

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.

PLOT

The answer is C.

Thomas sweeps outside the shop while Mr. Harris looks over papers.

- A** Topic Trap: Small detail, not a plot event. Sweeping is part of the stage directions; it does not move the plot forward.

Mr. Harris says that once people start thinking that way, it's hard to go back.

- B** Pattern Mix-Up: Out of order. Mr. Harris says this at the very end of the play, after the rising action.

Thomas learns that people in Virginia choose representatives to help make decisions. Correct.

- C** Correct. Thomas learns about Virginia's representatives in Scene 2, and that event builds the rising action toward the turning point.

The king rides through town and orders the shop closed.

- D** Stretched or Unsupported: Not in the text. The play never shows the king riding through town.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot

TEKS 5.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of a play, where the main idea is stated clearly.

In *A Voice of Their Own*, the climax comes when Mr. Harris firmly says colonists should help make the laws.

The climax changes Thomas, so I look for the moment the story turns.

THIS WEEK'S FOCUS

Plot

from “*A Voice of Their Own*”

This week we learn about **the climax** of a play. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the play *A Voice of Their Own*. STAAR asks: **Which part of the play is the climax?** Trap this week: **Wrong part of the story**, an event that really happens, but in a different part of the plot.

This deck teaches **how the climax turns the play** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot

TEKS 5.8(C) • Plot • 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 about the climax of a play. The climax is the turning point where the main idea is stated.”

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

“Each day we will practice a real STAAR question about the climax, and we will learn to spot answers from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 3 Module 2 . a class or student copy of “*A Voice of Their Own*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell what Mr. Harris says at the climax.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a play begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the play begins.

Read the first lines of **A Voice of Their Own**. Notice what the narrator tells us about the laws.

"In the colonies, most laws were made far away in Great Britain."

I CAN | I can notice the first events of a play.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot • Monday

TEKS 5.8(C) • Plot • 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 how a play begins."

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

"Every play starts somewhere. Listen for the first facts the narrator gives."

▶ Read the line twice. Students circle far away in Great Britain on the NOTICE row.

ANSWER KEY: The laws were made far away in Great Britain.

CHECK FOR UNDERSTANDING

Ask a student what Thomas questions at the start of the play.

COMMON MISCONCEPTION

Students may start with the climax. The play begins with the setting.

POSSIBLE STUDENT QUESTION

Is the opening part of the plot? Yes, it is the beginning that leads to the conflict.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the beginning of the play. Keep the demand at this level.

RAISE THE THINKING

Ask what the narrator's first line tells a reader.

TODAY'S THINKING JOB

CHOOSE

"I can choose the climax of a play."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the climax.

STAAR asks: **Which part of the play is the climax?** Find the turning point where the main idea is stated.

"If we live here and follow these laws, we should have a part in making them."

A Thomas asks why colonists follow laws made far away. • **B** Thomas says he will keep listening and learning. • **C** Mr. Harris says colonists should have a part in making the laws.

I CAN | I can pick the turning point of the play.



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Grade 5 · Cluster 3 · Plot · Tuesday

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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 climax of a play."

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

"The climax is the turning point. Check where each event sits in the play."

▶ Students choose privately, then find each event in the play with a partner.

ANSWER KEY: C. Mr. Harris says colonists should have a part in making the laws.

CHECK FOR UNDERSTANDING

Ask a student which choice is the turning point.

COMMON MISCONCEPTION

Students may pick A because Thomas's question is important. It starts the rising action, not the climax.

POSSIBLE STUDENT QUESTION

Why is Mr. Harris's line the climax? Because it is the moment the main idea is stated clearly.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the climax of the play. Keep the demand at this level.

RAISE THE THINKING

Ask a student what happens right after Mr. Harris states the idea.

TODAY'S THINKING JOB

SHOW

"I can show the line that proves a change."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where Thomas changes.

STAAR asks: Which line from the play best supports the idea that Thomas's thinking changed at the climax?

"I didn't understand before, but now I do."

I CAN | I can point to the line that proves the climax changed Thomas.



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Grade 5 · Cluster 3 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the line that proves a change."

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

"Find the line where Thomas shows he has changed."

▶ Take two or three answers. Students underline now I do.

ANSWER KEY: I didn't understand before, but now I do.

CHECK FOR UNDERSTANDING

Ask a student what Mr. Harris says right before this line.

COMMON MISCONCEPTION

Students may choose a narrator line about the setting. The question asks about Thomas's change.

POSSIBLE STUDENT QUESTION

Why does this line prove the change? Because Thomas says he understands now.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line that proves a change. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas now understands about self-government.

TODAY'S THINKING JOB

OWN

"I can retell the climax of the play."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the turning point.

Write the climax of the play and one event from the rising action that leads to it.

"As more laws were passed, colonists began to think differently."

I CAN | I can retell the climax and the events that lead to it.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the climax of the play."

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

"Put the climax after the events that build to it."

▶ Students write the climax and one rising action event on the OWN row.

ANSWER KEY: Example: Colonists think differently, then Mr. Harris states the main idea.

CHECK FOR UNDERSTANDING

Ask a student to read their climax while the class checks the order.

COMMON MISCONCEPTION

Students may write the opening question as the climax. The turning point comes later.

POSSIBLE STUDENT QUESTION

Does the climax have to be the most exciting line? No, it is the turning point of the idea.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the climax and what leads to it. Keep the demand at this level.

RAISE THE THINKING

Ask a student which event makes the climax happen.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax leads to the ending."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the turning point.

How does the event in Scene 3 lead to the ending of the play?

"And once people start thinking that way, it's hard to go back."

I CAN | I can defend how the turning point connects to the resolution.



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Grade 5 · Cluster 3 · Plot · Friday

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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 how the climax leads to the ending."

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

"The climax makes something change. Ask what change it starts."

▶ Students write how the climax leads to the ending on the DEFEND row.

ANSWER KEY: The climax changes Thomas, and the idea keeps spreading to the ending.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding Mr. Harris's warning line.

COMMON MISCONCEPTION

Students may stop at the climax. The question asks what it leads to.

POSSIBLE STUDENT QUESTION

Why does the ending follow from the climax? Because once people start thinking that way, it is hard to go back.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change in the play if Mr. Harris never stated the idea.

Track the turning point yourself.

Go back to the play. Write the climax. Copy the line that proves it.

Go back to the play.
Write the climax.
Copy the line that proves it.

I CAN | I can find the climax and prove it with a line from the play.

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Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the line where Mr. Harris states the main idea firmly. That is the turning point."

▶ 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 play opens with the narrator explaining that the colonies' laws were made far away in Great Britain, and Thomas soon asks why the colonists follow them.

SHOW I didn't understand before, but now I do. Thomas says this after Mr. Harris states the main idea, and it proves the climax changed his thinking.

DEFEND Because Mr. Harris states the belief in Scene 3, Thomas's thinking changes, and Mr. Harris warns that once people start thinking that way, it's hard to go back, so the idea keeps spreading.

CHOOSE C. Mr. Harris says colonists should have a part in making the laws. A is Wrong part of the story: Thomas's question comes in the rising action. B is Wrong part of the story: Thomas's promise comes in the resolution.

OWN Answers vary. Example: As more laws were passed, colonists began to think differently, and then Mr. Harris firmly says colonists should have a part in making the laws.

YOUR TURN Answers vary. Example: Mr. Harris says colonists should help make the laws. Proof: If we live here and follow these laws, we should have a part in making them.



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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“In the colonies, most laws were made far away in Great Britain. ... I've been hearing about Virginia. ... Slowly, ideas about self-government began to grow.”

Which part of the play is the climax?

A Thomas asks why the colonists follow laws from people who don't live here.

B Thomas says he will keep listening and learning.

C Mr. Harris says the king and Parliament make the rules.

D Mr. Harris firmly says colonists should have a part in making the laws.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because Thomas's question is important, without checking that it comes in the rising action, not the climax.

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.

PLOT

The answer is D.

- A** **Thomas asks why the colonists follow laws from people who don't live here.**
Another Place: Wrong part of the story. Thomas's question starts the rising action; it is not the turning point.
- B** **Thomas says he will keep listening and learning.**
Another Place: Wrong part of the story. Thomas's promise comes in the resolution, after the climax.
- C** **Mr. Harris says the king and Parliament make the rules.**
Another Place: Wrong part of the story. Mr. Harris explains the rules in Scene 1, before the climax.
- D** **Mr. Harris firmly says colonists should have a part in making the laws. Correct.**
Correct. Mr. Harris's firm statement is the turning point where the play's main idea is stated and Thomas changes.



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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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

Dialogue is what the characters say, and it can move the plot forward.

In A Voice of Their Own, the talk about new laws makes the conflict grow.

The rising action builds through conversation, so I watch what the talk leads to.

THIS WEEK'S FOCUS

Plot

from “A Voice of Their Own”

This week we learn how **dialogue** moves the plot of a play. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the play **A Voice of Their Own**. STAAR asks: **Why are these lines important to the plot of the play?** Trap this week: **Small detail, not a plot event**, a choice that points to a small detail instead of the event that moves the plot.

This deck teaches **how dialogue moves the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot

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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 how dialogue moves the plot of a play. In A Voice of Their Own, the talk about new laws makes the conflict grow.”

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

“Each day we will practice a real STAAR question about why lines matter to the plot, and we will learn to spot answers that are small details.”

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

PREP & MATERIALS: the Plot 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 what the customers were discussing in the shop.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how a play begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the play begins.

Read the first lines of **A Voice of Their Own**. Notice what the narrator tells us about the colonists.

"Over time, however, some colonists began to wonder if there could be a better way."

I CAN | I can notice the first facts of a play.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot • Monday

TEKS 5.8(C) • Plot • 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 how a play begins."

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

"Every play starts somewhere. Listen for the first facts the narrator gives."

▶ Read the line twice. Students circle began to wonder on the NOTICE row.

ANSWER KEY: Some colonists began to wonder if there could be a better way.

CHECK FOR UNDERSTANDING

Ask a student what the narrator tells us first.

COMMON MISCONCEPTION

Students may start with the new laws talk. The narrator's opening comes first.

POSSIBLE STUDENT QUESTION

Why does the narrator speak first? To set the scene before the characters talk.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the opening of a play. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas wonders about the laws.

TODAY'S THINKING JOB

CHOOSE

"I can choose why dialogue matters to the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose why the lines matter.

STAAR asks: **Why are these lines important to the plot of the play?** The lines are the talk about the new laws. Pick the reason they matter.

"They were talking about new laws."

A The lines show that the new laws worry many colonists. • **B** The lines show that the wagon rolls past the shop. • **C** The lines show that the king will visit the shop.

I CAN | I can pick the reason a line of talk moves the plot.



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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose why dialogue matters to the plot."

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

"Dialogue can move the plot. Ask what the talk makes happen."

▶ Students choose privately, then find the new laws talk with a partner.

ANSWER KEY: A. The lines show that the new laws worry many colonists.

CHECK FOR UNDERSTANDING

Ask a student which choice is a small stage detail.

COMMON MISCONCEPTION

Students may pick B because the wagon really appears. It is a setting detail, not the plot.

POSSIBLE STUDENT QUESTION

How do I know a detail is not the plot? It happens, but nothing changes because of it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why dialogue matters to the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the customers were discussing.

TODAY'S THINKING JOB

SHOW

"I can show the line that proves an idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the talk moves the plot.

STAAR asks: Which line from the play best supports the idea that a new law can make colonists pay attention?

"Sometimes people don't think about government until a new law changes their daily lives."

I CAN | I can point to the line that supports the main idea.



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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 line that proves an idea."

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

"Find the line that says why people start paying attention."

▶ Take two or three answers. Students underline until a new law changes.

ANSWER KEY: Sometimes people don't think about government until a new law changes their daily lives.

CHECK FOR UNDERSTANDING

Ask a student who says this line.

COMMON MISCONCEPTION

Students may choose a line about the wagon. The question asks why people pay attention.

POSSIBLE STUDENT QUESTION

Why is this the best line? Because it tells when people start to care about government.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line that supports an idea. Keep the demand at this level.

RAISE THE THINKING

Ask what the new law changes for the shop owners.

TODAY'S THINKING JOB

OWN

"I can retell how dialogue moves the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write two dialogue lines from the play that move the plot. Tell what each one makes happen.

"More people are listening than ever before."

I CAN | I can connect dialogue lines to the events they cause.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell how dialogue moves the plot."

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

"Ask what each line makes happen next."

▶ Students write two dialogue lines and their effects on the OWN row.

ANSWER KEY: Example: The talk about new laws makes Thomas start asking questions.

CHECK FOR UNDERSTANDING

Ask a student to read their lines while the class checks the effects.

COMMON MISCONCEPTION

Students may write stage directions. The question asks for dialogue lines.

POSSIBLE STUDENT QUESTION

Does a narrator line count as dialogue? No, dialogue is what the characters say.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling how dialogue moves the plot. Keep the demand at this level.

RAISE THE THINKING

Ask which line in their retelling changes Thomas the most.

TODAY'S THINKING JOB

DEFEND

"I can explain how dialogue leads to a new idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does the talk about the new laws lead to Thomas's wish for a voice?

"I would rather have someone nearby speaking for us than someone far away who has never visited."

I CAN | I can defend how the talk connects to Thomas's wish.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how dialogue leads to a new idea."

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

"The talk changes what Thomas wants. Ask what it leads to."

▶ Students write how the talk leads to Thomas's wish on the DEFEND row.

ANSWER KEY: The new laws talk leads Thomas to want someone nearby to speak for him.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding Thomas's wish line.

COMMON MISCONCEPTION

Students may say the talk is just background. It changes what Thomas wants.

POSSIBLE STUDENT QUESTION

Why does the wish matter? Because it shows the conflict growing in Thomas.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how dialogue leads to a new idea. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the customers never talked about the laws.

Track the dialogue yourself.

Go back to the play. Write one dialogue line that moves the plot. Copy the line that proves it.

Go back to the play.
Write one dialogue line that moves the plot.
Copy the line that proves it.

I CAN | I can find a dialogue line that moves the plot and prove it with a line from the play.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · 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.

"Look for the talk about the new laws. That dialogue moves the plot."

▶ 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 play opens with the narrator explaining that most laws were made far away, and over time, however, some colonists began to wonder if there could be a better way. That wonder starts the conflict.

CHOOSE A. The lines show that the new laws worry many colonists. B is Setting detail, not the plot: the wagon rolling past is a stage direction. C is Not in the text: the play never says the king will visit.

SHOW Sometimes people don't think about government until a new law changes their daily lives. Mr. Harris says this, and it explains why the new laws make colonists listen.

OWN Answers vary. Example: Mr. Harris says more people are listening than ever before, and Thomas asks if the new laws affect everyone. Each line shows the conflict growing.

DEFEND Because the customers' talk shows how the new laws affect everyone, Thomas starts to want a say, and he says he would rather have someone nearby speaking for us than someone far away who has never visited.

YOUR TURN Answers vary. Example: Thomas asks if the new laws affect everyone. Proof: Do the new laws affect everyone?

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · 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.

“They were talking about new laws. ... Do the new laws affect everyone? ... Many of them do. Shop owners, farmers, workers, and families all feel the effects.”

Why are these lines important to the plot of the play?

- A** The lines show that Thomas steps aside while the customers enter.
- B** The lines show that the king plans to visit the shop.
- C** The lines matter because the new laws touch many people and build the conflict.
- D** The lines show that Thomas wants to stop sweeping forever.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot

TEKS 5.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because Thomas really does step aside, without checking that it is a small detail that does not move the plot.

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.

PLOT

The answer is C.

The lines show that Thomas steps aside while the customers enter.

- A** Topic Trap: Small detail, not a plot event. Thomas stepping aside is a stage direction that does not move the plot.

The lines show that the king plans to visit the shop.

- B** Stretched or Unsupported: Not in the text. The play never says the king plans to visit the shop.

The lines matter because the new laws touch many people and build the conflict. Correct.

- C** Correct. The lines show the new laws touch many people, and that growing worry builds the rising action.

The lines show that Thomas wants to stop sweeping forever.

- D** Stretched or Unsupported: Goes too far. Thomas stops to think; the play never says he wants to stop forever.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A play can show a conflict, and the resolution is how that conflict ends.

In A Voice of Their Own, the conflict ends when colonists believe people should help make the laws.

A Wrong character trap gives one character's real words to a different character, so I check who really speaks.

THIS WEEK'S FOCUS

Plot

from “A Voice of Their Own”

This week we learn about **the resolution** of a play. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read the play **A Voice of Their Own**. STAAR asks: **How is the conflict resolved at the end of the play?** Trap this week: **Wrong character**, a choice that gives one character's real words or actions to a different character.

This deck teaches **how a play's conflict ends** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot

TEKS 5.8(C) • Plot • 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 about the resolution of a play. In A Voice of Their Own, the conflict ends when colonists believe people should help make the laws.”

▶ 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 How is the conflict resolved at the end of the play, and we will learn to spot answers that name the wrong character.”

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

PREP & MATERIALS: the Plot 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 who explains what self-government means to Thomas.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the conflict at the start of a play."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the play begins.

Read the opening lines of **A Voice of Their Own**. Notice what the narrator says about the laws.

"Over time, however, some colonists began to ask questions."

I CAN | I can notice the conflict that the resolution will end.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the conflict at the start of a play."

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

"Every play starts somewhere. Listen for the first sign of trouble."

▶ Read the line twice. Students circle began to ask questions on the NOTICE row.

ANSWER KEY: Some colonists began to ask questions about the laws.

CHECK FOR UNDERSTANDING

Ask a student what the colonists begin to do over time.

COMMON MISCONCEPTION

Students may point to the scene directions instead. The conflict is in what the narrator says.

POSSIBLE STUDENT QUESTION

Why is asking questions a conflict? Because it starts the colonists wondering who should make the laws.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the conflict in a play. Keep the demand at this level.

RAISE THE THINKING

Ask what the colonists wonder about the laws.

TODAY'S THINKING JOB

CHOOSE

"I can choose how a conflict is resolved."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the conflict ends.

STAAR asks: **How is the conflict resolved at the end of the play?** Pick the answer that names how the colonists' problem ends.

"It means people help choose representatives who speak for them and make decisions closer to home."

A The customer explains self-government to Thomas. • **B** The colonists come to believe representatives give people a voice. • **C** The traveler tells the colonists which laws to change.

I CAN | I can pick the answer that tells how the play's conflict ends.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 how a conflict is resolved."

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

"The play ends with a new belief. Ask what the colonists come to believe."

▶ Students choose privately, then find Thomas's words about representatives with a partner.

ANSWER KEY: B. The colonists come to believe representatives give people a voice.

CHECK FOR UNDERSTANDING

Ask a student which choice names the wrong speaker.

COMMON MISCONCEPTION

Students may pick A because the customer does visit the shop. Visiting is not explaining self-government.

POSSIBLE STUDENT QUESTION

How do I find the resolution? Look at the end of the play and see how the conflict ends.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how a conflict is resolved. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Thomas says self-government means.

TODAY'S THINKING JOB

SHOW

"I can show the line that proves the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the play resolves.

STAAR asks: Which line from the play best supports the idea that colonists believed they should help make the laws?

"If we live here and follow these laws, we should have a part in making them."

I CAN | I can point to the exact line where the resolution is stated.



The Writing Academy®, LLC

Grade 5 • Cluster 3 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the line that proves the resolution."

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

"Find the line that says who should make the laws."

▶ Take two or three answers. Students underline should have a part on the SHOW row.

ANSWER KEY: If we live here and follow these laws, we should have a part in making them.

CHECK FOR UNDERSTANDING

Ask a student who says this line.

COMMON MISCONCEPTION

Students may choose a line about the wagon. The question asks about making the laws.

POSSIBLE STUDENT QUESTION

Why is this the strongest line? Because it says plainly that colonists should help make the laws.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line that proves the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Mr. Harris means by having a part in the laws.

TODAY'S THINKING JOB

OWN

"I can retell what Thomas understands."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the resolution.

Write what Thomas finally understands about self-government. Use his words where you can.

"I think I finally understand what self-government means."

I CAN | I can retell the resolution of Thomas's thinking.



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Grade 5 · Cluster 3 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell what Thomas understands."

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

"The resolution includes Thomas's new understanding. Ask what he learns."

▶ Students write Thomas's new understanding on the OWN row.

ANSWER KEY: Example: Thomas understands that representatives speak for the people and make decisions closer to home.

CHECK FOR UNDERSTANDING

Ask a student to read their answer while the class checks it against Scene 7.

COMMON MISCONCEPTION

Students may write only what Mr. Harris says. The question asks what Thomas understands.

POSSIBLE STUDENT QUESTION

Does Thomas have to agree with everyone? No, he says people can disagree and still work together.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution of a play. Keep the demand at this level.

RAISE THE THINKING

Ask what Thomas would tell a friend about self-government.

TODAY'S THINKING JOB

DEFEND

"I can explain how the talk leads to a new idea."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does Thomas's talk with Mr. Harris lead to his new understanding of government?

"Now I see that laws affect families, businesses, farmers, and workers."

I CAN | I can defend how the conversation leads to the resolution.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the talk leads to a new idea."

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

"One idea leads to another. Ask what the talk makes Thomas see."

▶ Students write how the talk leads to Thomas's idea on the DEFEND row.

ANSWER KEY: The talk about laws leads Thomas to see that laws affect everyone, so people should have a voice.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding Thomas's line.

COMMON MISCONCEPTION

Students may say the talk is just background. It changes what Thomas believes.

POSSIBLE STUDENT QUESTION

Why does Thomas's idea matter? Because it is the resolution of the play's conflict.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how talk leads to a new understanding. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Thomas never heard Mr. Harris's ideas.

Track the resolution yourself.

Go back to the play. Write how the colonists' conflict ends. Copy the line that proves it.

**Go back to the play.
Write how the conflict ends.
Copy the line that proves it.**

I CAN | I can tell how the conflict ends and prove it with a line from the play.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · 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.

"Look for the line where Mr. Harris says colonists should have a part in the laws."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The narrator says most laws were made far away in Great Britain, and over time, however, some colonists began to ask questions. Those questions are the conflict of the play.

CHOOSE B. The colonists come to believe representatives give people a voice. A is Wrong character: it is Mr. Harris who explains self-government, not the customer. C is Not in the text: the traveler brings news but never names laws to change.

SHOW If we live here and follow these laws, we should have a part in making them. Mr. Harris says this firmly, and it shows why colonists began to want a voice in the laws.

OWN Answers vary. Example: Thomas understands that people help choose representatives who speak for them and make decisions closer to home. He says I think I finally understand what self-government means.

DEFEND Because Mr. Harris shows how laws touch every kind of person, Thomas stops seeing government as separate from daily life, and he says now I see that laws affect families, businesses, farmers, and workers, so he wants people to have a voice.

YOUR TURN Answers vary. Example: The colonists come to believe that people should have a voice in the laws. Proof: If we live here and follow these laws, we should have a part in making them.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot



TEKS 5.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them. ... THOMAS: I think I finally understand what self-government means. ... NARRATOR: These ideas continued to spread throughout the colonies.”

How is the conflict resolved at the end of the play?

- A** The conflict ends when colonists believe that chosen representatives give people a voice.
- B** The neighbor resolves the conflict by explaining how representatives should be chosen.
- C** The customer resolves the conflict by announcing another meeting next week.
- D** The traveler resolves the conflict by bringing news from the other colonies.



The Writing Academy®, LLC

Grade 5 · Cluster 3 · Plot

TEKS 5.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the neighbor really does talk about people's voices, without checking that Mr. Harris explains how representatives work.

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.

PLOT

The answer is A.

- A** **The conflict ends when colonists believe that chosen representatives give people a voice. Correct.**
Correct. The play ends with colonists believing that people who live here should help make the laws they follow.
- B** **The neighbor resolves the conflict by explaining how representatives should be chosen.**
Another Place: Wrong character. It is Mr. Harris who explains how representatives work, not the neighbor.
- C** **The customer resolves the conflict by announcing another meeting next week.**
Topic Trap: Small detail, not a plot event. Announcing a meeting is a small event that does not end the conflict.
- D** **The traveler resolves the conflict by bringing news from the other colonies.**
Pattern Mix-Up: Wrong plot element. The traveler's news is part of the rising action, not the resolution.



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Grade 5 · Cluster 3 · Plot

TEKS 5.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the events that build the problem before the turning point.

In *The Garden That Wouldn't Grow*, Kendrix waters too much and the garden gets worse.

An Out of order trap names a real event, but at the wrong time.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn about **the rising action** of a longer story. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Which event happens right before...?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **the order of events in the rising action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot

TEKS 5.8(C) • Plot • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the rising action of a story. In *The Garden That Wouldn't Grow*, the trouble builds as Kendrix waters the plants too much.”

▶ 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 **Which event happens right before**, and we will learn to spot answers that are **out of order**.”

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

PREP & MATERIALS: the Plot 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 what Kendrix does right after she thinks the plants need more water.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the problem at the start of a story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the trouble begins.

Read the beginning of **The Garden That Wouldn't Grow**. Notice what Kendrix sees when she checks the garden.

"After two weeks, Kendrix noticed that the plants appeared weak."

I CAN | I can notice the problem that starts the rising action.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the problem at the start of a story."

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

"Every story starts somewhere. Listen for the first sign of trouble."

▶ Read the line twice. Students circle *appeared weak* on the NOTICE row.

ANSWER KEY: After two weeks, the plants appeared weak.

CHECK FOR UNDERSTANDING

Ask a student what Kendrix sees in the garden.

COMMON MISCONCEPTION

Students may start with the spring planting. The question asks what she notices later.

POSSIBLE STUDENT QUESTION

Why do the weak plants matter? Because they start the rising action.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem in a story. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix thinks the plants need.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that comes right before another."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose what happens right before.

STAAR asks: **Which event happens right before the garden's condition worsened?** Pick the event that comes just before.

"The following day, she watered each plant much more than usual."

A The plants began to recover within several days. • **B** Her grandmother watered the garden every morning. • **C** Kendrix watered each plant much more than usual.

I CAN | I can find the event that happens just before a moment in the story.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 event that comes right before another."

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

"All three choices name real-sounding events. Only one comes right before the worsening."

▶ Students choose privately, then put the three events in order with a partner.

ANSWER KEY: C. Kendrix watered each plant much more than usual.

CHECK FOR UNDERSTANDING

Ask a student which choice happens last in the story.

COMMON MISCONCEPTION

Students may pick A because the plants really do recover. Recovering happens later, not before.

POSSIBLE STUDENT QUESTION

If two events both really happen, how do I pick? Find each one and see which comes first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that comes right before. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix does right after she waters the plants.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the trouble."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the trouble grows.

STAAR asks: Which sentence from the story best supports the idea that the extra water made the garden worse?

"Instead of improving, the garden's condition worsened."

I CAN | I can point to the sentence that shows the garden getting worse.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the trouble."

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

"Find the sentence that shows the change after the watering."

▶ Take two or three answers. Students underline instead of improving on the SHOW row.

ANSWER KEY: Instead of improving, the garden's condition worsened.

CHECK FOR UNDERSTANDING

Ask a student what the sentence says about the garden.

COMMON MISCONCEPTION

Students may choose the sentence about pale leaves. The question asks about what happened after the watering.

POSSIBLE STUDENT QUESTION

Why is this the best sentence? Because it tells what changed after Kendrix watered.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the trouble. Keep the demand at this level.

RAISE THE THINKING

Ask what the worsening tells Kendrix about her idea.

TODAY'S THINKING JOB

OWN

"I can retell the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write the rising action in your own words. Tell what Kendrix does and what happens because of it.

"She had believed that adding more water would help the plants grow stronger."

I CAN | I can retell what Kendrix does and what it causes.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the rising action."

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

"Ask what each action causes next."

▶ Students write what Kendrix does and what it causes on the OWN row.

ANSWER KEY: Example: Kendrix waters too much, and the garden gets worse.

CHECK FOR UNDERSTANDING

Ask a student to read their retelling while the class checks the order.

COMMON MISCONCEPTION

Students may skip what happens because of the watering. The question asks for cause and effect.

POSSIBLE STUDENT QUESTION

Does the rising action have to be long? No, it just builds the problem step by step.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix's mistake teaches her.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event leads to another."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does Kendrix's extra watering lead to the plants getting worse?

"Without proper air, the roots cannot function effectively."

I CAN | I can defend how the watering causes the worsening.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how one event leads to another."

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

"One event causes the next. Ask what the wet soil does to the roots."

▶ Students write the cause and effect on the DEFEND row.

ANSWER KEY: Too much water keeps air from the roots, so the plants keep getting worse.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the sentence about air.

COMMON MISCONCEPTION

Students may say the plants were weak all along. The extra water made the problem worse.

POSSIBLE STUDENT QUESTION

Why does air matter to roots? Because roots need air to work, and wet soil blocks it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how watering causes the worsening. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if Kendrix watered less from the start.

Track the order yourself.

Go back to the story. Write the event that happens right before the garden's condition worsened. Copy the sentence that proves it.

Go back to the story.
Write the event that happens right before the garden's condition worsened.
Copy the sentence that proves it.

I CAN | I can find the event right before a moment and prove it with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the moment when the garden worsened. Then read the sentence just before 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 checks the garden after two weeks and sees that the plants appeared weak, with pale leaves and drooping stems. That is where the problem begins.

CHOOSE C. Kendrix watered each plant much more than usual. A is Out of order: the recovery comes at the end of the story. B is Not in the text: the story never says her grandmother watered the garden every morning.

SHOW Instead of improving, the garden's condition worsened. This sentence shows that the extra water did not help and the garden kept getting worse.

OWN Answers vary. Example: Kendrix thinks more water will fix the plants, so she waters a lot, but the garden gets worse instead. The story says she had believed that adding more water would help the plants grow stronger.

DEFEND Because the extra water makes the soil too wet, the roots cannot get enough air, and the story says without proper air, the roots cannot function effectively, so the plants keep getting worse.

YOUR TURN Answers vary. Example: Kendrix watered each plant much more than usual. Proof: The following day, she watered each plant much more than usual.



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.

“After two weeks, Kendrix noticed that the plants appeared weak. ... Thinking she understood the problem, Kendrix suggested that the plants needed more water. ... Instead of improving, the garden’s condition worsened.”

Which event happens right before the garden’s condition worsened?

- A** The plants began to recover within several days.
- B** Her grandmother showed Kendrix how to pull weeds.
- C** The soil stayed dry because Kendrix stopped watering.
- D** Kendrix watered each plant much more than usual.



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Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the plants really do recover, without checking when the recovery happens.

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.

PLOT

The answer is D.

- A The plants began to recover within several days.**
Pattern Mix-Up: Out of order. The plants recover at the end of the story, after the garden worsened, not before.
- B Her grandmother showed Kendrix how to pull weeds.**
Stretched or Unsupported: Not in the text. The story never shows her grandmother teaching Kendrix to pull weeds.
- C The soil stayed dry because Kendrix stopped watering.**
Reversed Meaning: Opposite of the text. The soil became overly wet and muddy, not dry.
- D Kendrix watered each plant much more than usual. Correct.**
Correct. Kendrix watered each plant much more than usual, and right after that the garden's condition worsened.



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Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point where the story begins to change.

In *The Garden That Wouldn't Grow*, the climax is when Kendrix realizes her watering caused the problem.

A Wrong motive trap gives a real action a reason the text never supports.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn **why the climax matters**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Why is the event in paragraph 1 the climax of the story?** Trap this week: **Wrong motive**, a choice that gives a real action a reason the story never supports.

This deck teaches **why the climax matters** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot

TEKS 5.8(C) • Plot • 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 are learning why the climax matters. The climax is the turning point where the story starts to change direction.”

▶ 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 Why is the event in paragraph 1 the climax of the story, and we will learn to spot answers that give the wrong motive.”

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

PREP & MATERIALS: the Plot 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 name the moment when Kendrix understands what caused the 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 how the story starts."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story starts.

Read the beginning of **The Garden That Wouldn't Grow**. Notice what Kendrix and her grandmother do before the plants get weak.

"They pulled weeds, loosened the soil, and mixed in compost to help the plants grow."

I CAN | I can notice the care the gardeners give at the start.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot • Monday

TEKS 5.8(C) • Plot • 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 how the story starts."

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

"Every story starts somewhere. Listen for what the gardeners do first."

▶ Read the line twice. Students circle pulled weeds on the NOTICE row.

ANSWER KEY: They pulled weeds, loosened the soil, and mixed in compost.

CHECK FOR UNDERSTANDING

Ask a student what Kendrix and her grandmother do first.

COMMON MISCONCEPTION

Students may start with the weak plants. The question asks what happens before the planting.

POSSIBLE STUDENT QUESTION

Why does the careful start matter? Because it shows the trouble is not from laziness.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how a story starts. Keep the demand at this level.

RAISE THE THINKING

Ask what the compost is for.

TODAY'S THINKING JOB

CHOOSE

"I can choose why a moment is the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose why the moment is the climax.

STAAR asks: **Why is the event in paragraph 1 the climax of the story?** The event is Kendrix realizing her actions changed the soil. Pick the reason this moment is the turning point.

"Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health."

- A** It is the climax because Kendrix waters the plants to dry the soil. • **B** It is the turning point where Kendrix sees what caused the problem. • **C** It is the climax because Kendrix decides to stop watering the garden.

I CAN | I can pick the reason a turning point matters.



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Grade 5 · Cluster 4 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 why a moment is the climax."

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

"A turning point changes the story. Ask what Kendrix finally sees."

▶ Students choose privately, then find the realization sentence with a partner.

ANSWER KEY: B. It is the turning point where Kendrix sees what caused the problem.

CHECK FOR UNDERSTANDING

Ask a student which choice names the wrong reason for watering.

COMMON MISCONCEPTION

Students may pick A because Kendrix really does water the plants. The reason is wrong, not the action.

POSSIBLE STUDENT QUESTION

What makes a moment a turning point? It is the moment the story starts moving toward the fix.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why a moment is the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what changes in the story right after Kendrix realizes the problem.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the problem."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence for the problem.

STAAR asks: Which sentence from the story best supports the idea that too much water caused the problem?

"The soil became overly wet and muddy, and many of the leaves started to turn yellow."

I CAN | I can point to the sentence that shows what too much water did.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 sentence that proves the problem."

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

"Find the sentence that shows what the extra water did."

▶ Take two or three answers. Students underline overly wet and muddy on the SHOW row.

ANSWER KEY: The soil became overly wet and muddy, and many of the leaves started to turn yellow.

CHECK FOR UNDERSTANDING

Ask a student what the sentence says about the soil.

COMMON MISCONCEPTION

Students may choose the sentence about compost. The question asks about the damage from water.

POSSIBLE STUDENT QUESTION

Why is this the best sentence? Because it shows the water's effect on the garden.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the problem. Keep the demand at this level.

RAISE THE THINKING

Ask what the yellow leaves tell Kendrix.

TODAY'S THINKING JOB

OWN

"I can retell the climax in my own words."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the climax.

Write the climax in your own words. Tell what Kendrix realizes and why it changes the story.

"Her grandmother explained that healthy roots need both water and air to do their job."

I CAN | I can retell the turning point and why it matters.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the climax in my own words."

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

"The climax is the moment everything turns. Ask what Kendrix understands."

▶ Students write the climax on the OWN row.

ANSWER KEY: Example: Kendrix realizes her watering caused the problem, and that changes the story.

CHECK FOR UNDERSTANDING

Ask a student to read their climax while the class checks the turning point.

COMMON MISCONCEPTION

Students may write only what the grandmother says. The question asks what Kendrix realizes.

POSSIBLE STUDENT QUESTION

Can the climax be a quiet moment? Yes, realizing the truth can change a story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose without the realization.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax leads to the ending."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does Kendrix's realization lead to the plants recovering?

"Within several days, the plants began to recover."

I CAN | I can defend how the realization connects to the recovery.



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Grade 5 · Cluster 4 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the climax leads to the ending."

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

"The turning point starts the fix. Ask what Kendrix changes."

▶ Students write how the realization leads to recovery on the DEFEND row.

ANSWER KEY: The realization makes Kendrix change her care, so the plants recover.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the recovery sentence.

COMMON MISCONCEPTION

Students may say the plants recovered on their own. Kendrix had to change what she was doing.

POSSIBLE STUDENT QUESTION

Why is the recovery the resolution? Because the conflict is over once the plants are healthy.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix would still be doing if she never realized the problem.

Track the climax yourself.

Go back to the story. Write why the moment Kendrix realizes the problem is the climax. Copy the sentence that proves it.

Go back to the story.
Write why the realization is the climax.
Copy the sentence that proves it.

I CAN | I can explain why a moment is the climax and prove it with a sentence.

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Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the line where Kendrix realizes her actions changed the soil. That is the turning point."

▶ 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 Before planting, Kendrix and her grandmother pull weeds, loosen the soil, and mix in compost to help the plants grow. All that care makes the trouble later more surprising.

CHOOSE B. It is the turning point where Kendrix sees what caused the problem. A is Wrong motive: Kendrix waters the plants hoping they will grow, not to dry the soil. C is Goes too far: the story says they water less often, never that they stop.

SHOW The soil became overly wet and muddy, and many of the leaves started to turn yellow. This sentence shows that the extra water made the soil too wet and the leaves turned yellow.

OWN Answers vary. Example: Kendrix realizes that her own watering made the soil too wet, and that understanding is the turning point. Her grandmother explained that healthy roots need both water and air to do their job.

DEFEND Because Kendrix realizes her watering caused the problem, she changes how she cares for the garden, and within several days, the plants began to recover, so the turning point leads straight to the resolution.

YOUR TURN Answers vary. Example: It is the turning point because Kendrix understands what caused the problem. Proof: Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.

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Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Instead of improving, the garden's condition worsened. ... Kendrix felt puzzled and slightly frustrated. ... Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health.”

Why is the event in paragraph 1 the climax of the story?

- A** It is the climax because Kendrix realizes her actions changed the soil and the story turns toward fixing it.
- B** It is the climax because Kendrix waters the plants to make the soil dry out.
- C** It is the climax because the plants begin to recover that same day.
- D** It is the climax because Kendrix stops watering the garden forever.

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Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Kendrix really does water the plants, without checking the reason the story gives for her watering.

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.

PLOT

The answer is A.

It is the climax because Kendrix realizes her actions changed the soil and the story turns toward fixing it. **Correct.**

A

Correct. Kendrix realizes her actions changed the soil, and that turning point moves the story from the problem toward the fix.

It is the climax because Kendrix waters the plants to make the soil dry out.

B

Stretched or Unsupported: Wrong motive. Kendrix waters the plants hoping they will grow stronger, not to dry out the soil.

It is the climax because the plants begin to recover that same day.

C

Another Place: Wrong part of the story. The plants recover in the resolution, after the climax, not at the climax.

It is the climax because Kendrix stops watering the garden forever.

D

Stretched or Unsupported: Goes too far. The story says they water less often, never that Kendrix stops forever.



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Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is the part after the climax where the story starts to settle and change.

In *The Garden That Wouldn't Grow*, the falling action shows the garden getting better after Kendrix understands the problem.

A Cause and effect switched trap swaps which event caused which, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn **what changes in the falling action**. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **How do things change during the falling action?** Trap this week: **Cause and effect switched**, a choice that swaps which event caused which, so the real cause looks like the result.

This deck teaches **what changes in the falling action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot

TEKS 5.8(C) • Plot • 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 about the falling action. The falling action is the part after the climax where the story starts to settle and 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.

“Each day we will practice the STAAR question **How do things change during the falling action**, and we will learn to spot answers that switch cause and effect.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 4 Module 3 . a class or student copy of “*The Garden That Wouldn't Grow*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell one change that happens in the falling action.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the change in the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the change after the climax.

Read the end of **The Garden That Wouldn't Grow**. Notice what happens after Kendrix understands the problem.

"Within several days, the plants began to recover."

I CAN | I can notice how the garden starts to recover.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the change in the falling action."

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

"The falling action comes after the turning point. Listen for the change."

▶ Read the line twice. Students circle *began to recover* on the NOTICE row.

ANSWER KEY: Within several days, the plants began to recover.

CHECK FOR UNDERSTANDING

Ask a student what the plants do within several days.

COMMON MISCONCEPTION

Students may look at the part where Kendrix waters too much. The falling action comes after that.

POSSIBLE STUDENT QUESTION

Is the falling action the very end of the story? Not yet. The resolution comes after it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the change in the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask what the plants look like when they recover.

TODAY'S THINKING JOB

CHOOSE

"I can choose what changes in the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose what changes during the falling action.

STAAR asks: **How do things change during the falling action?** Pick the change the story shows after the turning point.

"New leaves appeared greener, and many of the stems became stronger and stood upright again."

- A** The plants become weaker and the leaves turn yellow. • **B** The garden stays muddy and the plants keep drooping. • **C** The plants recover and the stems stand upright again.

I CAN | I can pick the change the story shows after the climax.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 what changes in the falling action."

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

"All three choices are in the story. Only one tells what changes during the falling action."

▶ Students choose privately, then find each choice in the story with a partner.

ANSWER KEY: C. The plants recover and the stems stand upright again.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that shows the stems standing upright.

COMMON MISCONCEPTION

Students may pick A because the leaves really do turn yellow. That happens before the falling action.

POSSIBLE STUDENT QUESTION

What tells me a change is in the falling action? It comes after the turning point and moves the story toward the ending.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing what changes in the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask which choice shows the change happening in the falling action and how they know.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the change."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence of recovery.

STAAR asks: **Which sentence from the story best supports the idea that** the falling action gives the roots what they need?

"The puddles disappeared, and the roots had a better chance to get the air they needed."

I CAN | I can point to the sentence that shows the falling action helping the roots.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the change."

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

"Find the sentence that shows the soil getting better for the roots."

▶ Take two or three answers. Students underline puddles disappeared on the SHOW row.

ANSWER KEY: The puddles disappeared, and the roots had a better chance to get the air they needed.

CHECK FOR UNDERSTANDING

Ask a student what disappeared from the garden.

COMMON MISCONCEPTION

Students may choose the sentence about Kendrix watering. The question asks about the change that helps the roots.

POSSIBLE STUDENT QUESTION

Why does the drying soil matter? Because the roots need air spaces in the soil to work.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the change. Keep the demand at this level.

RAISE THE THINKING

Ask what the puddles disappearing means for the plants.

TODAY'S THINKING JOB

OWN

"I can retell the falling action in my own words."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the falling action.

Write the falling action in your own words. Tell what changes after Kendrix understands the problem.

"The stems became stronger and stood more upright."

I CAN | I can retell what changes after the climax.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the falling action in my own words."

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

"Use your own words, but keep the change true to the story."

▶ Students write the falling action on the OWN row.

ANSWER KEY: Example: Kendrix waters less, the soil dries, and the plants grow stronger.

CHECK FOR UNDERSTANDING

Ask a student to read their falling action while the class checks the change.

COMMON MISCONCEPTION

Students may retell the climax instead. The falling action is what comes after the turning point.

POSSIBLE STUDENT QUESTION

Can the falling action be short? Yes, it can last only a few sentences before the resolution.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose if the falling action were missing.

TODAY'S THINKING JOB

DEFEND

"I can explain how the change leads to the recovery."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does Kendrix's new approach lead to the plants recovering?

"If the soil still felt damp below the surface, they waited another day before watering again."

I CAN | I can defend how the new approach connects to the plants getting better.



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Grade 5 • Cluster 4 • Plot • Friday

TEKS 5.8(C) • Plot • 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 explain how the change leads to the recovery."

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

"One change leads to the next. Ask what the drier soil lets the roots do."

▶ Students write how the new approach leads to recovery on the DEFEND row.

ANSWER KEY: Watering less lets the soil dry, so the roots get air and the plants recover.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the waiting sentence.

COMMON MISCONCEPTION

Students may say the plants recovered all by themselves. Kendrix had to change what she was doing.

POSSIBLE STUDENT QUESTION

Why does the waiting matter? Because watering while the soil is damp would keep the roots from getting air.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the change leads to the recovery. Keep the demand at this level.

RAISE THE THINKING

Ask what would happen if Kendrix kept watering the soaked soil.

Track the falling action yourself.

Go back to the story. Write how things change during the falling action. Copy the sentence that proves it.

Go back to the story.
Write how things change during the falling action.
Copy the sentence that proves it.

I CAN | I can tell how things change in the falling action and prove it with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

"Find the part after Kendrix understands the problem. That is where the falling action begins."

▶ 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 Within several days, the plants began to **recover**. After the climax, the falling action shows the garden starting to get better.

CHOOSE C. The plants recover and the stems stand upright again. A is Wrong part of the story: the yellow leaves come before the falling action. B is Opposite of the text: the mud dries and the plants improve in the falling action.

SHOW The puddles disappeared, and the roots had a **better chance to get the air they needed**. This sentence shows the change because the soil is drying out and the roots are getting air again.

OWN **Answers vary.** Example: After Kendrix understands the problem, she waters less, the soil dries out, and the stems became stronger and stood more upright.

DEFEND Because Kendrix waters less often, the soil can dry out, and if the soil still felt damp below the surface, they waited another day before watering again, so the roots get air and the plants recover.

YOUR TURN **Answers vary.** Example: The plants recover because the soil dries out and the roots get air. Proof: The puddles disappeared, and the roots had a better chance to get the air they needed.

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Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Thinking she understood the problem, Kendrix suggested that the plants needed more water. ... Then she explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. ... Within several days, the plants began to recover.”

How do things change during the falling action?

- A** The garden becomes muddier and the plants grow weaker each day.
- B** The gardeners water less often, the soil dries out, and the plants begin to recover.
- C** The plants get better because Kendrix adds more compost to the soil.
- D** The plants recover, so Kendrix decides she was right to water them so much.



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Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because the plants really do recover, without checking what the story says caused the recovery.

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.

PLOT

The answer is B.

The garden becomes muddier and the plants grow weaker each day.

- A** Another Place: Wrong part of the story. The mud and the weak plants appear before the falling action, when Kendrix overwatered.

B The gardeners water less often, the soil dries out, and the plants begin to recover. Correct.

- B** Correct. In the falling action the gardeners water less often, the soil dries out, and the plants begin to recover.

The plants get better because Kendrix adds more compost to the soil.

- C** Stretched or Unsupported: Not in the text. The story never says more compost makes the plants recover.

The plants recover, so Kendrix decides she was right to water them so much.

- D** Reversed Meaning: Cause and effect switched. Her heavy watering caused the problem, and the plants recover because she waters less.



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Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is the ending of the story, where the problem is settled and the loose ends close.

In *The Garden That Wouldn't Grow*, the resolution shows the garden healthy and the harvest ready.

A **Wrong** part of the story trap offers an event from another part of the plot, so I check where it happens.

THIS WEEK'S FOCUS

Plot

from “*The Garden That Wouldn't Grow*”

This week we learn **proving the resolution**. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read the story *The Garden That Wouldn't Grow*. STAAR asks: **Which sentence best shows the resolution of the story?** Trap this week: **Wrong part of the story**, a choice that offers a real event from another part of the plot, not the ending.

This deck teaches **proving the resolution** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot

TEKS 5.8(C) • Plot • 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 are learning to prove the resolution. The resolution is the ending, where the problem is settled.”

▶ 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 **Which sentence best shows the resolution of the story**, and we will learn to spot answers from the **wrong part of the story**.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 4 Module 4 . a class or student copy of “*The Garden That Wouldn't Grow*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell how the garden looks at the end of the story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how the story ends."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story ends.

Read the ending of **The Garden That Wouldn't Grow**. Notice how the story finishes.

"As they worked, Kendrix remembered how worried she had been only a few weeks earlier."

I CAN | I can notice where the resolution begins.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Monday

TEKS 5.8(C) · Plot · 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 how the story ends."

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

"The resolution is the ending. Listen for where the story settles."

▶ Read the line twice. Students circle remembered how worried on the NOTICE row.

ANSWER KEY: Kendrix remembered how worried she had been earlier in the season.

CHECK FOR UNDERSTANDING

Ask a student what Kendrix remembers as they work.

COMMON MISCONCEPTION

Students may point to the weak plants. The resolution comes after the problem is solved.

POSSIBLE STUDENT QUESTION

Is the resolution the same as the climax? No, the climax is the turning point and the resolution is the ending.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing where the resolution begins. Keep the demand at this level.

RAISE THE THINKING

Ask what the harvest tells the reader about the garden.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that shows the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the resolution sentence.

STAAR asks: **Which sentence best shows the resolution of the story?** Pick the sentence that shows the ending, after the problem is solved.

"Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together."

A Kendrix and her grandmother pick the vegetables they grew. • **B** Kendrix waters each plant much more than usual. • **C** The leaves turn yellow and the stems keep drooping.

I CAN | I can pick the sentence that shows the ending.



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Plot • Tuesday

TEKS 5.8(C) • Plot • Week 20 of 36 • Cluster 4 • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the sentence that shows the resolution."

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

"The resolution shows the ending. Ask where the garden ends up."

▶ Students choose privately, then find the harvest sentence with a partner.

ANSWER KEY: A. Kendrix and her grandmother pick the vegetables they grew.

CHECK FOR UNDERSTANDING

Ask a student which choice names the heavy watering.

COMMON MISCONCEPTION

Students may pick B because Kendrix really does water a lot. That happens in the rising action, not the ending.

POSSIBLE STUDENT QUESTION

How do I know a sentence shows the resolution? It comes near the end and shows the problem settled.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the sentence that shows the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what the picking of vegetables tells the reader about the problem.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the conflict is over."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence that the conflict is over.

STAAR asks: Which sentence from the story best supports the idea that the conflict is over?

"Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying."

I CAN | I can point to the sentence that shows the garden has recovered.



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Grade 5 · Cluster 4 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the conflict is over."

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

"Find the sentence that shows the garden back to healthy."

▶ Take two or three answers. Students underline healthy garden now on the SHOW row.

ANSWER KEY: Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

CHECK FOR UNDERSTANDING

Ask a student what the sentence says about the garden now.

COMMON MISCONCEPTION

Students may choose the sentence about the muddy soil. The question asks about the ending.

POSSIBLE STUDENT QUESTION

Why is this the best sentence? Because it shows the problem finished and the garden recovered.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the conflict is over. Keep the demand at this level.

RAISE THE THINKING

Ask what it means that the plants once looked close to dying.

TODAY'S THINKING JOB

OWN

"I can retell the resolution in my own words."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the resolution.

Write the resolution in your own words. Tell how the story ends for Kendrix and the garden.

"They filled baskets with vegetables they had grown themselves."

I CAN | I can retell how the story ends.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the resolution in my own words."

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

"Use your own words, but keep the ending true to the story."

▶ Students write the resolution on the OWN row.

ANSWER KEY: Example: The garden is healthy, the harvest is gathered, and the problem is solved.

CHECK FOR UNDERSTANDING

Ask a student to read their resolution while the class checks the ending.

COMMON MISCONCEPTION

Students may retell the middle of the story. The resolution is the ending.

POSSIBLE STUDENT QUESTION

Can the resolution include a lesson? Yes, many stories end with the character understanding something.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would be missing if the story stopped before the harvest.

TODAY'S THINKING JOB

DEFEND

"I can explain how the harvest connects to the lesson."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does the harvest connect to Kendrix's lesson in the resolution?

"She understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space."

I CAN | I can defend how the ending ties the story together.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the harvest connects to the lesson."

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

"The ending ties the story together. Ask what Kendrix understands."

▶ Students write how the harvest connects to the lesson on the DEFEND row.

ANSWER KEY: The healthy harvest shows the problem is solved, and the balance lesson closes the story.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the balance sentence.

COMMON MISCONCEPTION

Students may say the harvest just happens. Kendrix changed her care, and that made the garden healthy.

POSSIBLE STUDENT QUESTION

Why does the balance sentence belong in the resolution? Because it shows what Kendrix finally understands.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution ties the story together. Keep the demand at this level.

RAISE THE THINKING

Ask how the ending would change if Kendrix never learned the balance lesson.

Track the resolution yourself.

Go back to the story. Write the sentence that best shows the resolution. Copy the sentence that proves it.

Go back to the story.
Write the sentence that best shows the resolution.
Copy the sentence that proves it.

I CAN | I can find the sentence that best shows the resolution and prove it.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the part where the harvest begins. The sentences after that show the resolution."

▶ 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 As they worked, Kendrix remembered how worried she had been only a few weeks earlier, and that look back shows the trouble is over. The resolution begins when the harvest comes.

CHOOSE A. Kendrix and her grandmother pick the vegetables they grew. B is Wrong part of the story: the heavy watering happens before the resolution. C is Opposite of the text: the resolution shows the garden healthy, not drooping.

SHOW Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying. This sentence shows the conflict is over because the garden is healthy again.

OWN Answers vary. Example: The resolution shows the garden recovered, and they filled baskets with vegetables they had grown themselves, so the ending is happy and the problem is solved.

DEFEND Because Kendrix changes how she cares for the garden, it recovers, so the harvest shows the problem is solved, and she understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space.

YOUR TURN Answers vary. Example: The resolution is the harvest, when the garden is healthy. Proof: Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot



TEKS 5.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PLOT

READ THIS PASSAGE EXCERPT.

“Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. ... Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together. ... Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.”

Which sentence best shows the resolution of the story?

A Kendrix and her grandmother fill baskets with the vegetables they grew.

B Kendrix waters every plant until the soil becomes dark and soaked.

C The plants recover that same day Kendrix realizes the problem.

D The leaves turn yellow because the plants get too much sunlight.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Kendrix really does water the plants a lot, without checking that this happens in the rising action, not the ending.

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.

PLOT

The answer is A.

- A Kendrix and her grandmother fill baskets with the vegetables they grew. Correct.**
Correct. The resolution is the ending, when the garden is healthy and the harvest is gathered.
- B Kendrix waters every plant until the soil becomes dark and soaked.**
Another Place: Wrong part of the story. The heavy watering happens in the rising action, before the resolution.
- C The plants recover that same day Kendrix realizes the problem.**
Stretched or Unsupported: Goes too far. The recovery takes nearly a week, not the same day.
- D The leaves turn yellow because the plants get too much sunlight.**
Reversed Meaning: Cause and effect switched. The yellow leaves come from too much water, not too much sunlight.



The Writing Academy®, LLC

Grade 5 · Cluster 4 · Plot

TEKS 5.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A summary of the plot lists the main events in the order they happen.

In *A Visit to the Workshop*, the rising action builds from the walk to the workshop to the glowing bulb.

An Out of order trap lists real events in the wrong order, so I check the story before I choose.

THIS WEEK'S FOCUS

Plot

from “*A Visit to the Workshop*”

This week we learn **summarizing the plot line**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story ***A Visit to the Workshop***. STAAR asks: **Which list shows the plot events in the order they happen?** Trap this week: **Out of order**, a list of real events arranged in the wrong order, so I check the story before I choose.

This deck teaches **summarizing the plot line** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot

TEKS 5.8(C) • Plot • 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 summarize the plot line. A plot summary lists the main events in the order they happen.”

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

“Each day we will practice the STAAR question Which list shows the plot events in the order they happen, and we will learn to spot lists that are out of order.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 5 Module 1 . a class or student copy of “*A Visit to the Workshop*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to retell the story of *A Visit to the Workshop* in three events.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how the story begins."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story begins.

Read the first lines of **A Visit to the Workshop**. Notice where Zaylen is going and what she sees first.

"She held tightly to her brother's hand as they walked toward a small building filled with light."

I CAN | I can notice the first events in the plot.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Monday

TEKS 5.8(C) · Plot · 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 how the story begins."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle walked toward on the NOTICE row.

ANSWER KEY: She held tightly to her brother's hand as they walked toward the workshop.

CHECK FOR UNDERSTANDING

Ask a student what Zaylen does first.

COMMON MISCONCEPTION

Students may start with the glowing bulb. The walk happens before Zaylen even enters the building.

POSSIBLE STUDENT QUESTION

Why does the walk matter? Because it is the first event, and the rest of the plot follows it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first events in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the building filled with light tells the reader.

TODAY'S THINKING JOB

CHOOSE

"I can choose the list in the true order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the true order.

STAAR asks: **Which list shows the plot events in the order they happen?** Pick the list that puts the events in the true order.

"A moment later, it began to glow."

A The bulb glows, Edison speaks, Zaylen walks to the workshop. • **B** Zaylen walks to the workshop, the bulb glows, Edison speaks. • **C** Zaylen walks home, the bulb glows, Zaylen sees the wires.

I CAN | I can pick the list that orders the plot events correctly.



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Grade 5 · Cluster 5 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 list in the true order."

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

"All three lists use real events. Only one puts them in the true order."

▶ Students choose privately, then find each event in the story with a partner.

ANSWER KEY: B. Zaylen walks to the workshop, the bulb glows, Edison speaks.

CHECK FOR UNDERSTANDING

Ask a student which event happens first in the story.

COMMON MISCONCEPTION

Students may pick A because the glow is exciting. Exciting is not the same as first.

POSSIBLE STUDENT QUESTION

If every event really happens, how do I pick? Find each event and see which comes first.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the list in the true order. Keep the demand at this level.

RAISE THE THINKING

Ask which choice puts the walk home in the middle and why that is wrong.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the glow."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence of the glow.

STAAR asks: Which sentence from the story best supports the idea that the bulb really lights up?

"The room filled with a steady, warm light."

I CAN | I can point to the sentence that shows the bulb working.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves the glow."

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

"Find the sentence that shows the light actually turning on."

▶ Take two or three answers. Students underline steady, warm light on the SHOW row.

ANSWER KEY: The room filled with a steady, warm light.

CHECK FOR UNDERSTANDING

Ask a student what the room filled with.

COMMON MISCONCEPTION

Students may choose the sentence about the dark streets. The question asks about the bulb lighting up.

POSSIBLE STUDENT QUESTION

Why is this the best sentence? Because it shows the glowing moment with the words steady, warm light.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the glow. Keep the demand at this level.

RAISE THE THINKING

Ask how Zaylen reacts to the glowing bulb.

TODAY'S THINKING JOB

OWN

"I can retell the plot events in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the plot line.

Write the plot events of the story in order. Use first, next, and last.

"Outside, the streets were still dim, but she knew something was changing."

I CAN | I can retell the events of the story using first, next, and last.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the plot events in order."

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

"Use first, next, and last so a listener can follow the plot."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First the walk, next the glow, last Zaylen leaving knowing something is changing.

CHECK FOR UNDERSTANDING

Ask a student to read their events while the class checks the order.

COMMON MISCONCEPTION

Students may list events from all over the story. Keep the events in the order they happen.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No, use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling plot events in order. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling is the turning point and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how the glow leads to the ending."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the order.

How does the glowing bulb lead to Zaylen knowing something is changing?

"She imagined what it would be like to have a steady light that didn't go out so easily."

I CAN | I can defend how one event connects to the next.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the glow leads to the ending."

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

"Events in a plot connect. One thing happens, so the next thing can happen."

▶ Students write how the glow leads to the change on the DEFEND row.

ANSWER KEY: The glow makes Zaylen imagine steady light, so she knows something is changing.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the imagining sentence.

COMMON MISCONCEPTION

Students may say Zaylen knows things will change before she sees the bulb. The glow comes first.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because one event causes the next one to happen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how events connect in order. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if Zaylen never saw the bulb glow.

Track the plot yourself.

Go back to the story. Write the plot events in the order they happen. Copy the sentence that proves the first event.

Go back to the story.
Write the plot events in order.
Copy the sentence that proves the first event.

I CAN | I can write the plot events in order and prove the first event.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the walk to the workshop first. Then list each event in the order it happens."

▶ 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 Zaylen holds her brother's hand as they walk toward a small building filled with light. That is the first event of the plot.

CHOOSE B. Zaylen walks to the workshop, the bulb glows, Edison speaks. A is Out of order: the walk comes before the glow. C is Out of order: the walk home comes last, and the wires are seen before the bulb glows.

SHOW The room filled with a steady, warm light. This sentence proves the bulb really lights up, and that moment is a key event in the rising action.

OWN Answers vary. Example: First, Zaylen walks to the workshop with her brother. Next, a man makes the bulb glow. Last, outside, the streets were still dim, but she knew something was changing.

DEFEND Because the bulb glows with a steady, warm light, Zaylen imagines what it would be like to have a steady light that didn't go out so easily, so she knows something is changing. Putting the glow after the walk home is Out of order.

YOUR TURN Answers vary. Example: First, Zaylen walks to the workshop with her brother. Proof: She held tightly to her brother's hand as they walked toward a small building filled with light.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“She held tightly to her brother’s hand as they walked toward a small building filled with light. ... A moment later, it began to glow. ... Before leaving, Zaylen took one last look at the glowing bulbs.”

Which list shows the plot events in the order they happen?

A Zaylen sees the bulbs glow, Edison speaks, Zaylen walks to the workshop.

B Zaylen walks home, Zaylen sees the wires, the bulb glows.

C Edison speaks, Zaylen imagines her home, Zaylen walks to the workshop.

D Zaylen walks to the workshop, the bulb glows, Zaylen imagines her home, she walks home.



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Grade 5 · Cluster 5 · Plot

TEKS 5.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the bulb glowing is the most exciting event, without checking that the walk to the workshop comes first.

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.

PLOT

The answer is D.

A

Zaylen sees the bulbs glow, Edison speaks, Zaylen walks to the workshop.

Pattern Mix-Up: Out of order. Zaylen walks to the workshop before the bulb glows, not after.

B

Zaylen walks home, Zaylen sees the wires, the bulb glows.

Pattern Mix-Up: Out of order. Zaylen sees the wires before the bulb glows, and the walk home comes last.

C

Edison speaks, Zaylen imagines her home, Zaylen walks to the workshop.

Pattern Mix-Up: Out of order. Zaylen walks to the workshop first, before Edison speaks.

D

Zaylen walks to the workshop, the bulb glows, Zaylen imagines her home, she walks home. Correct.

Correct. Zaylen walks to the workshop first, then the bulb glows, then she imagines her home, and finally she walks home.



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Grade 5 · Cluster 5 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the part of the plot where the conflict grows.

In **A Visit to the Workshop**, Zaylen's choice to ask about the failures brings the conflict into the open.

A **Wrong motive trap** gives a real action but the wrong reason, so I check what the text really says.

THIS WEEK'S FOCUS

Plot

from “A Visit to the Workshop”

This week we learn **a character's choice in the rising action**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story **A Visit to the Workshop**. STAAR asks: **How does the main character's choice add to the conflict?** Trap this week: **Wrong motive**, a real action with the wrong reason, so I check the text before I choose.

This deck teaches **following a character's choice through the rising action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot

TEKS 5.8(C) • Plot • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“**This week we are learning about the rising action and how a character's choice adds to the conflict in A Visit to the Workshop.**”

▶ 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 How does the main character's choice add to the conflict, and we will learn to spot answers that give the wrong motive.**”

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

PREP & MATERIALS: the Plot slide deck for Cluster 5 Module 2 . a class or student copy of “A Visit to the Workshop” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name Zaylen's choice and what it leads to.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first events of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the first events.

Read the first lines of **A Visit to the Workshop**. Notice the very first event.

"The year was 1880, and the streets of the city were darker than Zaylen expected."

I CAN | I can notice where the plot begins.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first events of the story."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle the year was 1880 on the NOTICE row.

ANSWER KEY: The story opens in 1880 with Zaylen and her brother walking through dark streets.

CHECK FOR UNDERSTANDING

Ask a student to name the first event of the plot.

COMMON MISCONCEPTION

Students may begin with the bulb glowing. The walk through the dark streets happens before the workshop is even reached.

POSSIBLE STUDENT QUESTION

Why does the dark street matter? Because it shows why the workshop's light stands out.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first events in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask why Zaylen holds her brother's hand.

TODAY'S THINKING JOB

CHOOSE

"I can choose how a choice adds to the conflict."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the choice adds to the conflict.

STAAR asks: **How does the main character's choice add to the conflict?** Pick the answer that names the choice and what it brings out.

"Doesn't he get tired of failing?" Zaylen asked."

A Zaylen chooses to leave the workshop before the bulb glows. • **B** Zaylen asks her question to make Edison stop his work. • **C** Zaylen's question about failing shows the problem is still unsolved.

I CAN | I can explain what a character's choice brings out in the conflict.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 how a choice adds to the conflict."

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

"All three answers are about Zaylen. Only one matches what the text really shows."

▶ Students choose privately, then find the question in the story with a partner.

ANSWER KEY: C. Zaylen's question about failing shows the problem is still unsolved.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence where Zaylen asks her question.

COMMON MISCONCEPTION

Students may pick B because Zaylen really does ask. A real action can still have the wrong motive.

POSSIBLE STUDENT QUESTION

If the action really happens, how do I know the motive is wrong? The story never says she wants him to stop, so I cannot add that reason.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting how a choice adds to the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the story says about why Zaylen asks her question.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a claim."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence of the choice.

STAAR asks: Which sentence from the story best supports the idea that Edison keeps working after the bulb glows?

"Then he told the group to prepare another test."

I CAN | I can point to the sentence that supports an idea about the plot.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves a claim."

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

"Hunt for the sentence that shows Edison still working."

▶ Take two or three answers. Students underline prepare another test on the SHOW row.

ANSWER KEY: Then he told the group to prepare another test.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows Edison ordering another test.

COMMON MISCONCEPTION

Students may choose the line about the glowing bulb. The question asks for proof that Edison keeps working.

POSSIBLE STUDENT QUESTION

What word shows Edison is not done? The word another in another test tells us he keeps going.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a claim. Keep the demand at this level.

RAISE THE THINKING

Ask what Edison does right after he tells the group to prepare another test.

TODAY'S THINKING JOB

OWN

"I can write about a character's choice in the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the character's choice.

Write about Zaylen's choice in the rising action. Explain what her question shows about the conflict.

"For the first time, Zaylen understood that an invention was not created in one lucky moment."

I CAN | I can write how a choice shows the conflict using details from the story.



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Grade 5 · Cluster 5 · Plot · Thursday

TEKS 5.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write about a character's choice in the rising action."

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

"Use the story to back up your answer. What does Zaylen's question bring out?"

▶ Students write two sentences on the OWN row, one for the choice and one for what it shows.

ANSWER KEY: Example: Zaylen asks about the failures, and her question shows the conflict is still unsolved.

CHECK FOR UNDERSTANDING

Ask a student to read their answer while the class listens for the word conflict.

COMMON MISCONCEPTION

Students may write only about Edison. Keep the focus on Zaylen's choice.

POSSIBLE STUDENT QUESTION

Can I say the story ends before the light is perfect? Yes, if the text supports it, because the truth matters.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about a character's choice in the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student which part of their answer shows the conflict.

TODAY'S THINKING JOB

DEFEND

"I can explain how a choice leads to an understanding."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does Zaylen's question about failing lead to her understanding of the conflict?

"It grew from patience, careful work, and many mistakes."

I CAN | I can defend how the main character's choice connects to the conflict.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how a choice leads to an understanding."

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

"Connect Zaylen's question to what she comes to understand."

▶ Students write the connection and underline the sentence they used.

ANSWER KEY: Asking about the failures leads Zaylen to see how hard the problem is.

CHECK FOR UNDERSTANDING

Ask a student to name what Zaylen understands after her question.

COMMON MISCONCEPTION

Students may name the trap right away. Start with the connection and save the trap for the end.

POSSIBLE STUDENT QUESTION

Why does the order matter? Because the answer should explain how the choice works in the plot.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a choice leads to an understanding. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen would not understand if she never asked her question.

Follow the choice on your own.

Go back to the story. Write how Zaylen's question adds to the conflict. Copy the sentence that proves she asks it.

Go back to the story.
Write how Zaylen's question adds to the conflict.
Copy the sentence that proves she asks it.

I CAN | I can explain how a character's choice adds to the conflict and prove it with a sentence.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

"Find Zaylen's question in the story first. Then explain what it brings out."

▶ 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 Zaylen and her brother walk through dark city streets to reach Edison's workshop. The year was 1880, and the streets of the city were darker than Zaylen expected.

CHOOSE C. Zaylen's question about failing shows the problem is still unsolved. A is Not in the text: Zaylen stays and watches the bulb glow. B is Wrong motive: Zaylen asks because she is curious, not to stop the work.

SHOW Then he told the group to prepare another test. This sentence proves Edison is not finished, because he orders another test right after the bulb glows.

OWN Answers vary. Example: Zaylen asks why Edison does not get tired of failing, and her question shows the conflict. The story ends before the light is perfect, but the text shows the invention was not created in one lucky moment.

DEFEND Because Zaylen asks why Edison keeps failing, her brother explains the failed tests, so she sees the invention grew from patience, careful work, and many mistakes. That is how her choice adds to the conflict.

YOUR TURN Answers vary. Example: Her question brings out the failed tests, so the problem seems hard to solve. Proof: Doesn't he get tired of failing? Zaylen asked.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. ... A moment later, the bulb began to glow. ... ‘Doesn’t he get tired of failing?’ Zaylen asked.”

How does the main character's choice add to the conflict?

- A** Zaylen asks about the failed tests, and her question brings out how hard the problem is to solve.
- B** Zaylen asks about the failures because she wants Edison to stop his work.
- C** Zaylen leaves the workshop before the bulb glows because the smoke bothers her.
- D** Edison chooses to prepare another test, and that choice adds to the conflict.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because Edison really does prepare another test, without checking whose choice the question asks about.

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.

PLOT

The answer is A.

A **Zaylen asks about the failed tests, and her question brings out how hard the problem is to solve. Correct.**

Correct. Zaylen asks about the failed tests, and her question brings out how hard the problem is to solve.

B **Zaylen asks about the failures because she wants Edison to stop his work.**

Stretched or Unsupported: Wrong motive. Zaylen asks because she is curious about the failures, not because she wants Edison to stop.

C **Zaylen leaves the workshop before the bulb glows because the smoke bothers her.**

Stretched or Unsupported: Not in the text. Zaylen stays and watches the bulb glow, and the story never says smoke bothers her.

D **Edison chooses to prepare another test, and that choice adds to the conflict.**

Another Place: Wrong character. The question asks about the main character's choice, but this choice belongs to Edison, not Zaylen.



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Grade 5 · Cluster 5 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of the plot, where the story changes.

In *A Visit to the Workshop*, paragraph 1 holds the climax, when Zaylen understands how inventions are made.

A Setting detail, not the plot trap describes time or place but never moves the story forward.

THIS WEEK'S FOCUS

Plot

from “*A Visit to the Workshop*”

This week we learn **why a paragraph matters to the plot**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the story ***A Visit to the Workshop***. STAAR asks: **Why is paragraph 1 important to the plot?** Trap this week: **Setting detail, not the plot**, a detail that only describes time or place and does not drive the plot, so I check what the paragraph really does.

This deck teaches **finding the climax inside a paragraph** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot

TEKS 5.8(C) • Plot • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning why a paragraph matters to the plot. A paragraph can hold the climax, the turning point of the story.”

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

“Each day we will practice the STAAR question Why is paragraph 1 important to the plot, and we will learn to tell a setting detail from a real plot event.”

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

PREP & MATERIALS: the Plot 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 point to the paragraph that holds the climax of *A Visit to the Workshop*.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first events of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice where the story starts.

Read the first lines of **A Visit to the Workshop**. Notice what Zaylen and her brother do first.

"Her brother opened the door, and warm air rushed toward them."

I CAN | I can notice how the plot begins.



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Grade 5 · Cluster 5 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first events of the story."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle opened the door on the NOTICE row.

ANSWER KEY: The plot begins when Zaylen's brother opens the workshop door.

CHECK FOR UNDERSTANDING

Ask a student to name the first event of the plot.

COMMON MISCONCEPTION

Students may say the story starts with the glow. The door opens long before the bulb lights.

POSSIBLE STUDENT QUESTION

Why does the warm air matter? Because it shows the workshop is alive with work.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first events in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen hears and smells once she is inside.

TODAY'S THINKING JOB

CHOOSE

"I can choose why a paragraph matters to the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the best reason.

STAAR asks: **Why is paragraph 1 important to the plot?** Pick the best reason.

"The bright bulb in front of her had come after many dark ones."

A It holds the climax, when the bright bulb came after many dark ones. • **B** It matters because the room smelled like oil, metal, and smoke. • **C** It matters because Edison often worked late into the night.

I CAN | I can pick the reason that names a paragraph's real part in the plot.



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Grade 5 · Cluster 5 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 why a paragraph matters to the plot."

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

"Paragraph 1 does many things. Only one reason names its biggest job in the plot."

▶ Students choose privately, then find the climax sentence with a partner.

ANSWER KEY: A. It holds the climax, when the bright bulb came after many dark ones.

CHECK FOR UNDERSTANDING

Ask a student to find the climax sentence in paragraph 1.

COMMON MISCONCEPTION

Students may pick B because the smell really is there. A detail can be true and still not drive the plot.

POSSIBLE STUDENT QUESTION

How do I know the climax is in paragraph 1? Because the sentence about the bright bulb and the dark ones is inside it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why a paragraph matters. Keep the demand at this level.

RAISE THE THINKING

Ask what would be lost if paragraph 1 only described the workshop.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a claim."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence for the reason.

STAAR asks: Which sentence from the story best supports the idea that Edison sees failures as useful?

"But a failed test can still teach us something."

I CAN | I can point to the sentence that supports an idea.



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Grade 5 · Cluster 5 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves a claim."

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

"Find the sentence where Edison talks about failed tests."

▶ Take two or three answers. Students underline teach us something on the SHOW row.

ANSWER KEY: But a failed test can still teach us something.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence where Edison talks about failure.

COMMON MISCONCEPTION

Students may choose the sentence about the notebook. The question asks about how Edison sees failures.

POSSIBLE STUDENT QUESTION

What does useful mean here? It means a failure can help the workers decide what to try next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that supports an idea. Keep the demand at this level.

RAISE THE THINKING

Ask how Edison says a failed test helps the workers.

TODAY'S THINKING JOB

OWN

"I can write why a paragraph matters to the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own a paragraph's importance.

Write why paragraph 5 matters to the plot. Use a detail from the paragraph.

"She had seen the light with her own eyes."

I CAN | I can use a detail from a paragraph to explain its part in the plot.



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Grade 5 · Cluster 5 · Plot · Thursday

TEKS 5.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

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

~4 min

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

"Today's thinking job is OWN. I can write why a paragraph matters to the plot."

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

"Choose one paragraph and tell what it adds to the story."

▶ Students write one reason and underline the detail they used.

ANSWER KEY: Example: Paragraph 5 shows Zaylen believes in the change because she saw the light herself.

CHECK FOR UNDERSTANDING

Ask a student to name the detail their paragraph uses.

COMMON MISCONCEPTION

Students may write about the whole story. Stay with paragraph 5.

POSSIBLE STUDENT QUESTION

What if I want to write about paragraph 1? Fine, but then your reason must fit that paragraph.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing why a paragraph matters to the plot. Keep the demand at this level.

RAISE THE THINKING

Ask what would be missing if paragraph 5 were not in the story.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax connects to the ending."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the paragraph's part.

How does the climax in paragraph 1 lead to Zaylen's changed view at the end of the story?

"Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived."

I CAN | I can defend how the turning point leads to the way the story ends.



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Grade 5 · Cluster 5 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the climax connects to the ending."

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

"Connect the turning point to the way the story ends."

▶ Students write the connection and underline the sentence they used.

ANSWER KEY: The climax makes Zaylen trust the change, so the story ends with another small step.

CHECK FOR UNDERSTANDING

Ask a student to name the sentence that holds the climax.

COMMON MISCONCEPTION

Students may jump to the trap name. Explain the connection first.

POSSIBLE STUDENT QUESTION

Why does the climax matter to the ending? Because it changes Zaylen's thinking, and the ending shows that change.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the ending. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen would not believe if the climax never happened.

Track the paragraph yourself.

Go back to the story. Write why paragraph 1 is important to the plot. Copy the sentence that proves your reason.

Go back to the story.
Write why paragraph 1 is important to the plot.
Copy the sentence that proves your reason.

I CAN | I can explain why a paragraph matters to the plot and prove it with a sentence.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

"Read paragraph 1 again. Find the moment Zaylen's understanding changes."

▶ 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 Zaylen's brother opens the workshop door, and warm air rushes toward them. Her brother opened the door, and warm air rushed toward them.

CHOOSE A. It holds the climax, when the bright bulb came after many dark ones. B is Setting detail, not the plot: the smell describes the workshop only. C is Small detail, not a plot event: working late does not move the plot.

SHOW But a failed test can still teach us something. Edison says this when Zaylen asks about failing, and it shows he treats each failure as a useful step.

OWN Answers vary. Example: Paragraph 5 matters because it shows Zaylen has changed; she had seen the light with her own eyes, so the idea no longer seemed impossible.

DEFEND Because the climax in paragraph 1 shows Zaylen that the invention grew from patience, careful work, and many mistakes, she trusts what she saw, so the story ends with another small step toward changing the way people lived.

YOUR TURN Answers vary. Example: Paragraph 1 matters because it holds the climax, when Zaylen understands the invention grew from many mistakes. Proof: For the first time, Zaylen understood that an invention was not created in one lucky moment.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PLOT

READ THIS PASSAGE EXCERPT.

“Her brother opened the door, and warm air rushed toward them. ... It buzzed with activity. ... A moment later, the bulb began to glow. ... ‘We’re getting closer,’ he said.”

Why is paragraph 1 important to the plot?

- A** It tells the reader that the room smelled like oil, metal, and smoke.
- B** It holds the climax, when Zaylen understands that the invention grew from many failed tests.
- C** It proves that Edison made the very first electric light.
- D** It shows that one worker checked the time during the test.



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Grade 5 · Cluster 5 · Plot

TEKS 5.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the smell really is in the story, without asking whether it drives the plot.

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.

PLOT

The answer is B.

A

It tells the reader that the room smelled like oil, metal, and smoke.

Topic Trap: Setting detail, not the plot. The smell describes the workshop, but it does not drive the plot.

B

It holds the climax, when Zaylen understands that the invention grew from many failed tests. **Correct.**

Correct. Paragraph 1 holds the climax, where Zaylen understands that the invention grew from many failed tests.

C

It proves that Edison made the very first electric light.

Reversed Meaning: Opposite of the text. The story says other people made electric lights before Edison.

D

It shows that one worker checked the time during the test.

Topic Trap: Small detail, not a plot event. Checking the time really happens, but it does not move the plot.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot

TEKS 5.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is how the story ends and how the main character has changed.

In *A Visit to the Workshop*, Zaylen changes from unsure to believing the streets will glow one day.

A Not in the text trap adds something the story never says, so I check the ending before I choose.

THIS WEEK'S FOCUS

Plot

from “*A Visit to the Workshop*”

This week we learn **what the resolution changes**. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read the story ***A Visit to the Workshop***. STAAR asks: **How is the main character different at the resolution?** Trap this week: **Not in the text**, an answer that adds something the story never says, so I check the ending before I choose.

This deck teaches **seeing what the resolution changes** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot

TEKS 5.8(C) • Plot • 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 are learning what the resolution changes. The resolution is how the story ends and how the main character is different.”

▶ 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 How is the main character different at the resolution, and we will learn to spot answers that are not in the text.”

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

PREP & MATERIALS: the Plot 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 tell how Zaylen is different at the end of *A Visit to the Workshop*.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first events of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how Zaylen begins.

Read the first lines of **A Visit to the Workshop**. Notice the very first event.

"She held tightly to her brother's hand as they walked along the uneven sidewalk."

I CAN | I can notice how the plot begins.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first events of the story."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle held tightly on the NOTICE row.

ANSWER KEY: The story begins with Zaylen holding her brother's hand on the dark sidewalk.

CHECK FOR UNDERSTANDING

Ask a student to name the first event of the plot.

COMMON MISCONCEPTION

Students may start with the glowing bulb. The walk happens before Zaylen even reaches the workshop.

POSSIBLE STUDENT QUESTION

Why does the sidewalk matter? Because it shows the night is dark and the streets are rough.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first events in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen notices about the streets on the way.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the main character is different."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the real change.

STAAR asks: **How is the main character different at the resolution?** Pick the answer that names the real change.

"Still, Zaylen believed the dark streets would not remain dark forever."

A At the end, Zaylen still cannot picture electric light in homes. • **B** At the end, Zaylen decides the workshop is too dangerous to visit. • **C** At the end, Zaylen believes the streets will not stay dark forever.

I CAN | I can pick the change the resolution really shows.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 how the main character is different."

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

"The resolution shows a change. Only one answer names the change the text really shows."

▶ Students choose privately, then find the ending sentence with a partner.

ANSWER KEY: C. At the end, Zaylen believes the streets will not stay dark forever.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence where Zaylen believes in the change.

COMMON MISCONCEPTION

Students may pick A because Zaylen was unsure at the start. The resolution shows she has changed.

POSSIBLE STUDENT QUESTION

If Zaylen was unsure at the start, how can A be wrong? Because the question asks about the end, not the start.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what Zaylen pictures once she can imagine electric light.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a claim."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence of the change.

STAAR asks: Which sentence from the story best supports the idea that Zaylen has changed by the end of the visit?

"She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life."

I CAN | I can point to the sentence that supports an idea about the resolution.



The Writing Academy®, LLC

Grade 5 • Cluster 5 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves a claim."

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

"Hunt for the sentence that holds both the before and the after."

▶ Take two or three answers. Students underline unsure and could imagine on the SHOW row.

ANSWER KEY: She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows Zaylen's change.

COMMON MISCONCEPTION

Students may choose the sentence about the dark streets. The question asks for proof of Zaylen's change.

POSSIBLE STUDENT QUESTION

What makes this sentence the best proof? Because it shows the start and the end of her change in one line.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the change. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen could imagine that she could not imagine at the start.

TODAY'S THINKING JOB

OWN

"I can write how the main character changes."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the change.

Write how Zaylen is different at the end of the story. Use the words no longer.

"The idea no longer seemed impossible."

I CAN | I can write about the resolution using a detail from the ending.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 how the main character changes."

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

"Tell how Zaylen is different. What changed inside her?"

▶ Students write two sentences: one about the start and one about the end.

ANSWER KEY: Example: Zaylen starts unsure and ends believing the streets will glow.

CHECK FOR UNDERSTANDING

Ask a student to read their answer while the class checks the ending.

COMMON MISCONCEPTION

Students may write about Edison's work. The question asks about Zaylen.

POSSIBLE STUDENT QUESTION

Why use the words no longer? Because they show the change from impossible to possible.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about the change at the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen would say if she talked to her family about the visit.

TODAY'S THINKING JOB

DEFEND

"I can explain how events lead to a change."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the change.

How does what Zaylen sees lead to her new belief about the streets?

"There would be problems to solve and people to convince."

I CAN | I can defend how what Zaylen sees connects to her new belief.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot · Friday

TEKS 5.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can explain how events lead to a change."

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

"Connect what Zaylen sees to what she comes to believe."

▶ Students write the connection and underline the sentence they used.

ANSWER KEY: Seeing the light and the failures makes Zaylen believe the streets will glow one day.

CHECK FOR UNDERSTANDING

Ask a student to name the two things Zaylen sees that lead to her belief.

COMMON MISCONCEPTION

Students may only say what the trap is. Show how the change happens first.

POSSIBLE STUDENT QUESTION

Why do I say the connection first? Because the answer should explain how the change happens.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining what leads to the change. Keep the demand at this level.

RAISE THE THINKING

Ask what Zaylen would believe if she had never seen the bulb.

Track the change yourself.

Go back to the story. Write how Zaylen is different at the resolution. Copy the sentence that proves it.

Go back to the story.
Write how Zaylen is different at the resolution.
Copy the sentence that proves it.

I CAN | I can explain how the main character is different at the resolution and prove it with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

"Read the end of the story again. Find the sentence that shows Zaylen's change."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Zaylen holds her brother's hand as they walk along the uneven sidewalk. She held tightly to her brother's hand as they walked along the uneven sidewalk.

CHOOSE C. At the end, Zaylen believes the streets will not stay dark forever. A is Opposite of the text: Zaylen can picture electric light in homes. B is Not in the text: the story never says she finds the workshop dangerous.

SHOW She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life. This shows the change from unsure to believing.

OWN Answers vary. Example: At the end, Zaylen believes electric light will reach homes, and the idea no longer seemed impossible to her.

DEFEND Because Zaylen has seen the steady light and heard Edison explain the failures, she believes the dark streets will not remain dark forever, even though there would be problems to solve and people to convince. That is the change.

YOUR TURN Answers vary. Example: At the start Zaylen is unsure, but at the end she believes the streets will not stay dark. Proof: She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life. ... It may take time. Wires will have to be placed throughout the city. Power stations will have to be built. ... The idea no longer seemed impossible.”

How is the main character different at the resolution?

- A** At the resolution, Zaylen believes the lights will change daily life even though the work will take time.
- B** At the resolution, Zaylen decides to become an inventor herself.
- C** At the resolution, Zaylen still thinks electric light is impossible.
- D** At the resolution, Zaylen knows exactly how every power station will be built.

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Grade 5 · Cluster 5 · Plot



TEKS 5.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the idea really does seem impossible earlier, without checking how she feels at the resolution.

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.

PLOT

The answer is A.

- A At the resolution, Zaylen believes the lights will change daily life even though the work will take time. Correct.**
Correct. Zaylen entered unsure, but at the resolution she believes the change will come, even though the work will take time.
- B At the resolution, Zaylen decides to become an inventor herself.**
Stretched or Unsupported: Not in the text. The story never says Zaylen decides to become an inventor.
- C At the resolution, Zaylen still thinks electric light is impossible.**
Reversed Meaning: Opposite of the text. The story says the idea no longer seemed impossible to her.
- D At the resolution, Zaylen knows exactly how every power station will be built.**
Stretched or Unsupported: Goes too far. The brother only says stations will have to be built; no one knows exactly how.



The Writing Academy®, LLC

Grade 5 · Cluster 5 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the turning point of a story, the moment when things change.

In *A Gift that Welcomed Millions*, Rosa sees the torch and learns what the statue stands for, and the journey becomes real for her.

A Wrong part of the story trap offers a real event from another plot part, so I check where each event belongs.

THIS WEEK'S FOCUS

Plot

from “*A Gift that Welcomed Millions*”

This week we learn **the climax as a turning point**. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read the story ***A Gift that Welcomed Millions***. STAAR asks: **Which event is the turning point of the story?** Trap this week: **Wrong part of the story**, an answer that gives a real event from the wrong plot part, so I ask where each event belongs.

This deck teaches **spotting the turning point of a story** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Plot

TEKS 5.8(C) • Plot • 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 about the climax. The climax is the turning point of a story, the moment when things change for the main character.”

▶ 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 Which event is the turning point of the story, and we will learn to spot answers from the wrong part of the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 6 Module 1 . a class or student copy of “*A Gift that Welcomed Millions*” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell which event is the turning point of *A Gift that Welcomed Millions*.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first events of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice how the story begins.

Read the first lines of **A Gift that Welcomed Millions**. Notice the very first event as the ship enters the harbor.

"In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor."

I CAN | I can notice how the plot begins.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first events of the story."

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

"Every plot starts somewhere. Listen for the very first thing that happens."

▶ Read the line twice. Students circle stood on the deck on the NOTICE row.

ANSWER KEY: The story opens with Rosa on the deck as the ship enters New York Harbor.

CHECK FOR UNDERSTANDING

Ask a student to name the first event of the plot.

COMMON MISCONCEPTION

Students may start with the statue. Rosa sees the statue after the ship is already in the harbor.

POSSIBLE STUDENT QUESTION

Why does the harbor matter? Because the family has arrived after weeks of travel, and that is where the plot starts.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first events in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what Rosa's family hopes to find in the United States.

TODAY'S THINKING JOB

CHOOSE

"I can choose the event that turns the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the turning point.

STAAR asks: **Which event is the turning point of the story?** Pick the event where the plot turns.

"As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light."

- A** The passengers hurry to the rail and point toward the statue. • **B** Rosa notices the torch and learns it stands for hope and freedom. • **C** Rosa watches families wait to be inspected at Ellis Island.

I CAN | I can pick the climax of the story.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 event that turns the plot."

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

"All three events really happen. Only one is the moment the plot turns."

▶ Students choose privately, then find the torch line with a partner.

ANSWER KEY: B. Rosa notices the torch and learns it stands for hope and freedom.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence where Rosa sees the torch.

COMMON MISCONCEPTION

Students may pick A because seeing the statue is exciting. Exciting is not the same as the turning point.

POSSIBLE STUDENT QUESTION

How do I know the torch moment is the turning point? Because after it, Rosa understands why the family made the journey.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the climax of the story. Keep the demand at this level.

RAISE THE THINKING

Ask what Rosa learns right after she notices the torch.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show where the plot turns.

STAAR asks: Which sentence from the story best supports the idea that the turning point is when Rosa understands what the statue stands for?

"Her father explained that the torch stood for hope and freedom."

I CAN | I can point to the sentence that supports an idea about the climax.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the turning point."

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

"Hunt for the sentence where Rosa learns what the statue means."

▶ Take two or three answers. Students underline hope and freedom on the **SHOW** row.

ANSWER KEY: Her father explained that the torch stood for hope and freedom.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows the turning point.

COMMON MISCONCEPTION

Students may choose the sentence about the tablet. The question asks for proof of the turning point.

POSSIBLE STUDENT QUESTION

Why is this the best proof? Because it is the line where Rosa learns the statue stands for hope and freedom.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what the torch stood for, according to Rosa's father.

TODAY'S THINKING JOB

OWN

"I can write what comes after the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the turning point.

Write what happens after the turning point, before the story ends. Use the words after that.

"At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation."

I CAN | I can write about the falling action using a detail from the story.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Thursday

TEKS 5.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write what comes after the climax."

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

"After the turning point, the story begins to slow down. What happens next?"

▶ Students write two sentences about what happens after the turning point.

ANSWER KEY: Example: After the torch moment, the family reaches Ellis Island and waits to be inspected.

CHECK FOR UNDERSTANDING

Ask a student to read their answer while the class checks the order.

COMMON MISCONCEPTION

Students may write about the turning point again. The task asks what happens after it.

POSSIBLE STUDENT QUESTION

Does the story end at Ellis Island? No, the story ends years later when Rosa thinks about the morning.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask how Rosa's family felt as they waited at Ellis Island.

TODAY'S THINKING JOB

DEFEND

"I can explain how events connect across the plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the turning point.

How does the moment Rosa sees the torch connect to what she thinks years later?

"Years later, Rosa often thought about that morning in the harbor."

I CAN | I can defend how the turning point leads to the ending.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how events connect across the plot."

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

"Connect the turning point to the ending. Why did that morning stay with Rosa?"

▶ Students write the connection and underline the sentence they used.

ANSWER KEY: Seeing the torch and learning its meaning is why Rosa still thinks about that morning years later.

CHECK FOR UNDERSTANDING

Ask a student to name the event that Rosa remembers years later.

COMMON MISCONCEPTION

Students may only name the trap. Show the connection between the events first.

POSSIBLE STUDENT QUESTION

Why do I say the connection first? Because the answer should explain how the events link.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the turning point leads to the ending. Keep the demand at this level.

RAISE THE THINKING

Ask what Rosa would remember if she had never seen the torch.

Follow the turning point on your own.

Go back to the story. Write the event that is the turning point. Copy the sentence that proves it.

Go back to the story.
Write the turning point of the story.
Copy the sentence that proves it.

I CAN | I can find the turning point of the story and prove it with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

"Find the torch in the story first. Then ask what changes for Rosa at that moment."

▶ 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 plot begins when twelve-year-old Rosa stands on the deck of a crowded steamship as it enters New York Harbor. The journey is arriving.

CHOOSE B. Rosa notices the torch and learns it stands for hope and freedom. A is Wrong part of the story: pointing at the statue happens on arrival. C is Wrong part of the story: the Ellis Island lines come after the turning point.

SHOW Her father explained that the torch stood for hope and freedom. This is the moment Rosa understands the meaning of the journey, so the plot turns here.

OWN Answers vary. Example: After that, the ship reaches Ellis Island, and Rosa watches families from many different countries wait to be inspected before entering the nation.

DEFEND Because Rosa sees the torch and learns it stands for hope and freedom, the morning stays with her, so years later Rosa often thought about that morning in the harbor. The Ellis Island lines are the Wrong part of the story trap.

YOUR TURN Answers vary. Example: The turning point is when Rosa sees the torch and learns it stands for hope and freedom. Proof: Her father explained that the torch stood for hope and freedom.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“The passengers hurried to the rail, pointing toward a giant statue rising above the water. ... As the ship moved closer, Rosa noticed the statue’s raised torch shining in the morning light. ... At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation.”

Which event is the turning point of the story?

- A** Rosa hears an older passenger name the Statue of Liberty.
- B** The tablet in the statue's arm reminds people of July 4, 1776.
- C** Rosa notices the raised torch and learns it stands for hope and freedom.
- D** Rosa watches families from many countries wait to be inspected.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot

TEKS 5.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because seeing the statue is a big moment, without checking whether it is the moment the plot turns.

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.

PLOT

The answer is C.

Rosa hears an older passenger name the Statue of Liberty.

- A** Another Place: Wrong part of the story. The passenger names the statue before the ship moves closer, so it comes before the turning point.

The tablet in the statue's arm reminds people of July 4, 1776.

- B** Topic Trap: Small detail, not a plot event. The tablet fact is a detail in the story, but it does not turn the plot.

Rosa notices the raised torch and learns it stands for hope and freedom. **Correct.**

- C** Correct. When Rosa sees the torch and hears that it stands for hope and freedom, the meaning of the journey becomes clear, and the plot turns.

Rosa watches families from many countries wait to be inspected.

- D** Another Place: Wrong part of the story. The Ellis Island waiting comes after the turning point, in the falling action.



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Grade 5 · Cluster 6 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The conflict is the main problem of a story, and the rising action is where it grows.

In *A Gift that Welcomed Millions*, the family does not know what will happen at Ellis Island, and the waiting makes the conflict grow.

A Wrong character trap gives a real action to the wrong person, so I check who does what before I choose.

THIS WEEK'S FOCUS

Plot

from “*A Gift that Welcomed Millions*”

This week we learn **how the conflict grows during the rising action**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read the story *A Gift that Welcomed Millions*. STAAR asks: **How does the conflict grow during the rising action?** Trap this week: **Wrong character**, an answer that gives a real action to the wrong person, so I check who does what before I choose.

This deck teaches **watching the conflict grow during the rising action** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Plot

TEKS 5.8(C) • Plot • 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 are learning about conflict and rising action. The conflict is the main problem, and the rising action is where it grows.”

▶ 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 How does the conflict grow during the rising action, and we will learn to spot answers that give an action to the wrong character.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 6 Module 2 . a class or student copy of “A Gift that Welcomed Millions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to tell what the family worries about at Ellis Island.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first events of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the family's start.

Read the first lines of **A Gift that Welcomed Millions**. Notice how the family begins the journey.

"Her family had traveled for weeks from Italy, hoping to build a new life in the United States."

I CAN | I can notice how the plot begins.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first events of the story."

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

"Every plot starts somewhere. Listen for what the family is hoping for."

▶ Read the line twice. Students circle traveled for weeks on the NOTICE row.

ANSWER KEY: The story opens with the family coming from Italy to start a new life.

CHECK FOR UNDERSTANDING

Ask a student to name where the family is coming from.

COMMON MISCONCEPTION

Students may start with the statue. The travel happens before the ship reaches the harbor.

POSSIBLE STUDENT QUESTION

Why does the journey matter? Because it tells us the family is leaving everything behind.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first events in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask what the family hopes to find in the United States.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the conflict grows."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the conflict grows.

STAAR asks: **How does the conflict grow during the rising action?** Pick the answer that shows the problem getting bigger.

"She worried that she might say something wrong, but her father gave her an encouraging smile."

A Rosa's mother worries that she might say something wrong. • **B** Rosa's father answers questions about her age and where she came from. • **C** Rosa worries that she might say something wrong.

I CAN | I can pick what makes the problem bigger during the rising action.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 how the conflict grows."

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

"All three answers use real events. Only one gives each event to the right person."

▶ Students choose privately, then find the worry line with a partner.

ANSWER KEY: C. Rosa worries that she might say something wrong.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence where Rosa worries.

COMMON MISCONCEPTION

Students may pick A because a mother could worry. The story says Rosa is the one who worries.

POSSIBLE STUDENT QUESTION

How do I know who worries? The story says Rosa worried that she might say something wrong.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the conflict grows. Keep the demand at this level.

RAISE THE THINKING

Ask what Rosa's father does when she worries.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the conflict."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the conflict growing.

STAAR asks: Which sentence from the story best supports the idea that the family does not know what will happen at Ellis Island?

"The family had heard stories about the inspections, and no one knew what would happen."

I CAN | I can point to the sentence that supports an idea about the rising action.



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Grade 5 • Cluster 6 • Plot • Wednesday

TEKS 5.8(C) • Plot • Week 26 of 36 • Cluster 6 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

"Today's thinking job is SHOW. I can show the sentence that proves the conflict."

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

"Hunt for the sentence that names the problem."

▶ Take two or three answers. Students underline no one knew on the SHOW row.

ANSWER KEY: The family had heard stories about the inspections, and no one knew what would happen.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows the conflict.

COMMON MISCONCEPTION

Students may choose the line about the torch. The question asks for the family's problem.

POSSIBLE STUDENT QUESTION

What is the conflict in this sentence? The family does not know what will happen at the inspections.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the conflict. Keep the demand at this level.

RAISE THE THINKING

Ask how the family feels when no one knows what will happen.

TODAY'S THINKING JOB

OWN

"I can write details that show the conflict growing."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write two details from the inspection that show the conflict growing. Use the words and then.

"Families stayed close together as they moved from one line to another."

I CAN | I can write about the rising action using details from the story.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Thursday

TEKS 5.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write details that show the conflict growing."

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

"Use the story's details. What made the waiting harder?"

▶ Students write two details from the inspection on the OWN row.

ANSWER KEY: Example: The lines moved slowly, and Rosa worried about her answers.

CHECK FOR UNDERSTANDING

Ask a student to read their details while the class checks the story.

COMMON MISCONCEPTION

Students may write about the voyage. The task asks about the inspection at Ellis Island.

POSSIBLE STUDENT QUESTION

Do the details have to be exciting? No, they just need to show the problem growing.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask which detail made Rosa worry the most and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how events connect in the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the rising action.

How does Rosa answering the questions lead to the family being allowed to leave?

"After many hours, Rosa's family was allowed to leave."

I CAN | I can defend how one event leads to the next.



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Grade 5 · Cluster 6 · Plot · Friday

TEKS 5.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can explain how events connect in the rising action."

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

"Connect Rosa's answers to what happens next."

▶ Students write the connection and underline the sentence they used.

ANSWER KEY: Rosa answers the questions, so the family is allowed to leave.

CHECK FOR UNDERSTANDING

Ask a student to name the questions Rosa answered.

COMMON MISCONCEPTION

Students may only name the trap. Show the connection between the events first.

POSSIBLE STUDENT QUESTION

Why does the connection come first? Because the answer should explain how the events link.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how events connect in the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if Rosa had said something wrong.

Follow the conflict on your own.

Go back to the story. Write how the conflict grows during the rising action. Copy the sentence that proves it.

Go back to the story.
Write how the conflict grows during the rising action.
Copy the sentence that proves it.

I CAN | I can explain how the conflict grows and prove it with a sentence.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

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

~5 min

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

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

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

"Find the inspection lines in the story. Then ask what makes the problem grow."

▶ 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 plot begins with the family's journey, because her family had traveled for weeks from Italy, hoping to build a new life in the United States.

CHOOSE C. Rosa worries that she might say something wrong. A is Wrong character: Rosa is the one who worries, not her mother. B is Wrong character: Rosa answers the questions about her age, not her father.

SHOW The family had heard stories about the inspections, and no one knew what would happen. This line shows the problem: the family does not know what will happen.

OWN Answers vary. Example: Families stayed close together as they moved from one line to another, and then Rosa answered questions and worried that she might say something wrong.

DEFEND Because Rosa answers the questions about her age and home, the family passes the inspection, and after many hours Rosa's family was allowed to leave. A student who says Rosa's mother answered commits the Wrong character trap.

YOUR TURN Answers vary. Example: The conflict grows because the family does not know what will happen at the inspections, and Rosa worries about her answers. Proof: The family had heard stories about the inspections, and no one knew what would happen.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The family had heard stories about the inspections, and no one knew what would happen. ... Families stayed close together as they moved from one line to another. ... She worried that she might say something wrong, but her father gave her an encouraging smile. ... After many hours, Rosa’s family was allowed to leave.”

How does the conflict grow during the rising action?

- A** The conflict grows because Rosa's mother worries that she might say something wrong.
- B** The conflict grows because the family already knows exactly what will happen.
- C** The conflict grows because the family loses their papers during the inspection.
- D** The conflict grows because no one knows what will happen, and Rosa worries about her answers.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because a mother would worry during an inspection, without checking who the story says worried.

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.

PLOT

The answer is D.

- A** **The conflict grows because Rosa's mother worries that she might say something wrong.**
Another Place: Wrong character. Rosa is the one who worries she might say something wrong, not her mother.
- B** **The conflict grows because the family already knows exactly what will happen.**
Reversed Meaning: Opposite of the text. The story says no one knew what would happen.
- C** **The conflict grows because the family loses their papers during the inspection.**
Stretched or Unsupported: Not in the text. The story never says the family loses their papers.
- D** **The conflict grows because no one knows what will happen, and Rosa worries about her answers. Correct.**
Correct. During the rising action no one knows what will happen, and Rosa worries about her answers, so the conflict grows.



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Grade 5 · Cluster 6 · Plot

TEKS 5.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is what happens as a result of the climax, before the story settles.

In *A Gift that Welcomed Millions*, the climax is the stamp, and as a result the family takes the ferry into the city and starts a new life.

A Cause and effect switched trap turns the order around, so I ask which event comes first.

THIS WEEK'S FOCUS

Plot

from “*A Gift that Welcomed Millions*”

This week we learn **what leads to the falling action**. Our TEKS is **5.8(C)**, and this week's breakout is **the falling action**. We read the story **A Gift that Welcomed Millions**. STAAR asks: **What happens as a result of the climax?** Trap this week: **Cause and effect switched**, an answer that flips which event caused which, so I check the order before I choose.

This deck teaches **telling what happens as a result of the climax** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Plot

TEKS 5.8(C) • Plot • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning about the falling action. The falling action is what happens as a result of the climax, as the story begins to settle.”

▶ 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 happens as a result of the climax**, and we will learn to spot answers that switch cause and effect.”

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

PREP & MATERIALS: the Plot 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 tell what happens right after the official stamps the papers.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the first big event of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the first big moment.

Read the first lines of **A Gift that Welcomed Millions**. Notice the first big moment as the ship reaches the harbor.

"The passengers hurried to the rail, pointing toward a giant statue rising above the water."

I CAN | I can notice how the plot begins.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the first big event of the story."

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

"Every plot starts somewhere. Listen for the first big moment."

▶ Read the line twice. Students circle *hurried to the rail* on the NOTICE row.

ANSWER KEY: The passengers rush to the rail when they first see the statue.

CHECK FOR UNDERSTANDING

Ask a student to name what the passengers point at.

COMMON MISCONCEPTION

Students may start with the stamp at Ellis Island. The statue comes into view long before the inspection.

POSSIBLE STUDENT QUESTION

Why do the passengers hurry? Because they want to see the statue as the ship moves closer.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first big event in a plot. Keep the demand at this level.

RAISE THE THINKING

Ask how Rosa feels when she first sees the statue.

TODAY'S THINKING JOB

CHOOSE

"I can choose what happens after the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the result of the climax.

STAAR asks: **What happens as a result of the climax?** Pick what comes right after the turning point.

"The family stepped onto a ferry that would take them into New York City."

A The family is allowed to enter, so they take a ferry into the city. • **B** The family takes the ferry, so the official stamps their papers. • **C** The family begins a new life, so they enter the United States.

I CAN | I can pick the falling action of the story.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 what happens after the climax."

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

"Only one answer keeps the order the story really shows."

▶ Students choose privately, then find the ferry line with a partner.

ANSWER KEY: A. The family is allowed to enter, so they take a ferry into the city.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence where the family steps onto the ferry.

COMMON MISCONCEPTION

Students may pick B because the ferry really happens. The question asks for the result, not the cause.

POSSIBLE STUDENT QUESTION

How do I know the stamp comes first? The story says the official stamps the papers, and then the family leaves.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask where the ferry takes the family.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the climax.

STAAR asks: **Which sentence from the story best supports the idea that** the climax is the moment the family is allowed to enter?

"Finally, an official checked their papers and marked them with a stamp."

I CAN | I can point to the sentence that supports an idea about the climax.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves the climax."

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

"Hunt for the sentence where the waiting ends."

▶ Take two or three answers. Students underline marked them with a stamp on the SHOW row.

ANSWER KEY: Finally, an official checked their papers and marked them with a stamp.

CHECK FOR UNDERSTANDING

Ask a student to read the sentence that shows the climax.

COMMON MISCONCEPTION

Students may choose the sentence about the ferry. The question asks for the turning point itself.

POSSIBLE STUDENT QUESTION

Why is the stamp the climax? Because after it, everything changes for the family.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what the official does right before he stamps the papers.

TODAY'S THINKING JOB

OWN

"I can write what happens after the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the falling action.

Write two things the family does right after the climax. Use the words right after.

"The city looked noisy, busy, and full of possibilities."

I CAN | I can write about the falling action using a detail from the story.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Thursday

TEKS 5.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

"Today's thinking job is OWN. I can write what happens after the climax."

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

"After the climax, the story starts to settle. What does the family do next?"

▶ Students write two events from the ferry ride and the arrival on the OWN row.

ANSWER KEY: Example: The family rides the ferry to the city and sees the tall buildings.

CHECK FOR UNDERSTANDING

Ask a student to read their events while the class checks the story.

COMMON MISCONCEPTION

Students may write about the inspection. The task asks what happens after the climax.

POSSIBLE STUDENT QUESTION

Is the falling action the very end? No, it is the part where the story winds down.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing about the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask how the city looks to Rosa from the water.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax leads to what comes next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the falling action.

How does being allowed to enter the United States lead to the family's new life?

"Their first home was a small apartment shared with relatives."

I CAN | I can defend how the falling action connects to the resolution.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the climax leads to what comes next."

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

"Connect the climax to the new life. What did the stamp make possible?"

▶ Students write the connection and underline the sentence they used.

ANSWER KEY: The stamp lets the family in, so they begin their new life in the small apartment.

CHECK FOR UNDERSTANDING

Ask a student to name one thing the family does after they enter.

COMMON MISCONCEPTION

Students may only name the trap. Show how the climax leads to the new life first.

POSSIBLE STUDENT QUESTION

Why does the connection come first? Because the answer should explain how the events link.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask how Rosa's new life would be different if the family had not been allowed to enter.

Track the falling action yourself.

Go back to the story. Write what happens as a result of the climax. Copy the sentence that proves it.

Go back to the story.
Write what happens as a result of the climax.
Copy the sentence that proves it.

I CAN | I can tell what happens as a result of the climax and prove it with a sentence.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the stamp in the story first. Then read what the family does right after 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 first big moment is when the passengers hurry to the rail, pointing toward a giant statue rising above the water. The statue comes into view.

CHOOSE A. The family is allowed to enter, so they take a ferry into the city. B is Cause and effect switched: the stamp comes first, then the ferry. C is Cause and effect switched: the family is allowed in before the new life.

SHOW Finally, an official checked their papers and marked them with a stamp. This is the turning point, because the stamp means the family is allowed to enter.

OWN Answers vary. Example: Right after the stamp, the family takes a ferry into the city, and the city looked noisy, busy, and full of possibilities.

DEFEND Because the official allows the family to enter, they can start over, and their first home was a small apartment shared with relatives. A student who says the family found work and then was allowed to enter has Cause and effect switched.

YOUR TURN Answers vary. Example: As a result of the climax, the family takes a ferry into New York City and begins their new life. Proof: The family stepped onto a ferry that would take them into New York City.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Finally, an official checked their papers and marked them with a stamp. ... They had been allowed to enter the United States. ... The family stepped onto a ferry that would take them into New York City. ... Their first home was a small apartment shared with relatives.”

What happens as a result of the climax?

A The family waits in lines while the doctors examine travelers.

B The family steps onto a ferry that takes them into New York City.

C The family returns to Italy because the city is too crowded.

D Rosa begins school, so her father finds work at a factory.



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Grade 5 · Cluster 6 · Plot

TEKS 5.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the city is crowded in the story, without checking whether the family leaves.

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.

PLOT

The answer is B.

The family waits in lines while the doctors examine travelers.

- A** Another Place: Wrong part of the story. The lines and doctors come before the stamp, in the rising action, not after the climax.

The family steps onto a ferry that takes them into New York City. Correct.

- B** Correct. After the official stamps the papers, the family steps onto a ferry that takes them into New York City, where their new life begins.

The family returns to Italy because the city is too crowded.

- C** Reversed Meaning: Opposite of the text. The family stays in the city and builds a new life; they do not return to Italy.

Rosa begins school, so her father finds work at a factory.

- D** Reversed Meaning: Cause and effect switched. The factory job and Rosa's school are both new, but school does not cause the job.



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Grade 5 · Cluster 6 · Plot

TEKS 5.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the moment in a plot where the biggest problem is decided.

I can tell the climax apart from exciting events that happen earlier or later.

The test gives me traps that call another part of the story the climax, so I check what is really decided.

THIS WEEK'S FOCUS

Plot

from “A Gift that Welcomed Millions”

This week we are defending **the climax**, the moment a plot's biggest problem is decided. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **A Gift that Welcomed Millions**. STAAR asks: **Which event is the climax, and why?** Trap this week: **Wrong plot element**, naming a different part of the plot, like the rising action or falling action, as if it were the climax.

This deck teaches **defending the climax the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Plot

TEKS 5.8(C) • Plot • 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 are learning about the climax, the single moment in a plot that decides everything.”

▶ 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 spotting the real climax in a true STAAR passage, and we will learn to catch traps that name the wrong plot element.”

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

PREP & MATERIALS: the Plot 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 name the climax of a movie they have seen.

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 early event in the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the family's long journey.

Read about Rosa's family on the ship. Notice how the passengers react when they first see the Statue of Liberty. Circle the words that show their excitement.

"The passengers hurried to the rail, pointing toward a giant statue rising above the water."

I CAN | I can notice what happens early in a story, before the biggest moment.



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Grade 5 · Cluster 6 · Plot · Monday

TEKS 5.8(C) · Plot · 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 an early event in the story."

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

"Every plot builds toward its biggest moment. Listen for events that come before it."

▶ Read the line twice. Students circle hurried to the rail on the NOTICE row.

ANSWER KEY: The passengers rush to the rail to see the Statue of Liberty for the first time.

CHECK FOR UNDERSTANDING

Ask a student what the passengers are looking at when they rush to the rail.

COMMON MISCONCEPTION

Students may think the statue itself is the climax. Seeing the statue is exciting, but it happens before the biggest moment.

POSSIBLE STUDENT QUESTION

Is the most exciting part always the climax? Not always. The climax is the part that decides what happens to the family.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an early event that builds toward the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the passengers are so excited to see the statue.

TODAY'S THINKING JOB

CHOOSE

"I can choose the true climax of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the true climax.

Rosa's family faces one moment that decides everything. Choose the event that is the true climax of the story.

"Her father explained that the torch stood for hope and freedom."

A Rosa first sees the Statue of Liberty from the ship's deck. • **B** An official checks the family's papers and stamps them to enter. • **C** The family moves into a small apartment with relatives in the city.

I CAN | I can choose the event that is really the turning point, not just an exciting moment.



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Grade 5 · Cluster 6 · Plot · Tuesday

TEKS 5.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the true climax of the story."

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

"Many events happen in this story, but only one event decides everything."

▶ Students choose privately, then explain to a partner why the other two are not the climax.

ANSWER KEY: B. An official checks the family's papers and stamps them to enter.

CHECK FOR UNDERSTANDING

Ask a student to explain why seeing the statue is not the climax.

COMMON MISCONCEPTION

Students may pick A because it is memorable. Memorable is not the same as the moment that decides everything.

POSSIBLE STUDENT QUESTION

Can a story have more than one climax? No. The climax is the single moment the whole plot turns on.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true climax among several plot events. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change in the story if the family had not been allowed to enter.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the moment of the climax.

Which sentence from the story best supports the idea that this is the moment the whole plot turns on?

"Finally, an official checked their papers and marked them with a stamp."

I CAN | I can point to the exact sentence where the plot turns at the climax.



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Grade 5 · Cluster 6 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the climax."

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

"The climax is the one sentence where everything is decided. Hunt for the moment of decision."

▶ Take two or three answers. Students underline checked their papers and marked them with a stamp.

ANSWER KEY: Finally, an official checked their papers and marked them with a stamp.

CHECK FOR UNDERSTANDING

Ask a student why this sentence is the climax and not just another detail.

COMMON MISCONCEPTION

Students may choose the sentence about Rosa seeing the statue. That sentence is exciting, but nothing is decided yet.

POSSIBLE STUDENT QUESTION

How do I know which sentence is the climax? Find the sentence where the biggest decision in the whole story happens.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would happen next if the official had not stamped the papers.

TODAY'S THINKING JOB

OWN

"I can retell the events that lead to the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the plot line to the climax.

Write three sentences that tell what leads up to the climax, using first, next, and last.

"They had been allowed to enter the United States."

I CAN | I can retell three events in order that build toward the climax.



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Grade 5 · Cluster 6 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the events that lead to the climax."

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

"Use first, next, and last so a listener can follow the events that lead to the climax."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the family waits in line, next officials question them, last the papers are stamped and they may enter.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks that the last one is the climax.

COMMON MISCONCEPTION

Students may stop before the climax happens. Make sure the last event is the moment of decision.

POSSIBLE STUDENT QUESTION

Does the climax have to be the last event I write? Yes, because it is the moment the whole plot turns on.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the events that build toward the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the family might have felt differently if the officials had said no.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax connects to what happens next."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the real climax.

A student wrote: **The climax is when Rosa sees the Statue of Liberty.** How does the real climax connect to what happens afterward for the family?

"Their first home was a small apartment shared with relatives."

I CAN | I can defend the real climax and explain how it leads to the rest of the story.



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Grade 5 · Cluster 6 · Plot · Friday

TEKS 5.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can explain how the climax connects to what happens next."

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

"Connect events with because, so, or which to show how the climax leads to what happens next."

▶ Students write the connection and the trap name on the DEFEND row.

ANSWER KEY: The stamped papers are the climax. That leads to their first home, a small apartment shared with relatives. The trap is Wrong plot element.

CHECK FOR UNDERSTANDING

Ask a student to prove the connection by naming both events in order.

COMMON MISCONCEPTION

Students may agree with the trap because seeing the statue really happens. A real event can still be the wrong plot element.

POSSIBLE STUDENT QUESTION

Why can't seeing the statue be the climax? Because nothing about the family's future is decided yet when they see it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax connects to what happens next. Keep the demand at this level.

RAISE THE THINKING

Ask what might have happened if the family had been turned away at Ellis Island.

Follow the plot to the climax on your own.

Go back to the story. Write the event that is the climax. Copy the sentence that proves it.

Go back to the story.
Write the event that is the climax.
Copy the sentence that proves it.

I CAN | I can find the climax and prove it with a sentence from the story.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · 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.

“Find the moment where the biggest decision happens. That is the climax.”

▶ 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 passengers rush to the rail and point at the huge statue. This early moment builds excitement, but it happens long before the family faces the biggest moment at Ellis Island.

CHOOSE B. An official checks the family's papers and stamps them to enter. A is Wrong part of the story: seeing the statue happens before the real test. C is Wrong plot element: moving into the apartment happens after, during the falling action.

SHOW Finally, an official checked their papers and marked them with a stamp. This is the climax because it is the exact moment that decides whether the family may stay.

OWN Answers vary. Example: First, the family waits in long lines at Ellis Island. Next, doctors and officials ask them questions. Last, an official stamps their papers, and they had been allowed to enter the United States.

DEFEND The official stamping the papers is the real climax; it leads to their first home, a small apartment shared with relatives. The student's idea is Wrong plot element, since seeing the statue happens before the climax.

YOUR TURN Answers vary. Example: The climax is when the official stamps the family's papers. Proof: Finally, an official checked their papers and marked them with a stamp.

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Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Rosa’s feet ached, and Marco complained that he was hungry. ... Finally, an official checked their papers and marked them with a stamp. ... They had been allowed to enter the United States.”

Which event is the climax, and why does it decide the rest of the family's story?

- A** An official checks the family's papers and stamps them, so they may finally enter the country.
- B** Rosa points at the Statue of Liberty from the ship's deck.
- C** The family moves into a crowded apartment with relatives in the city.
- D** The wind is so strong that Rosa can barely stand on the deck.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot



TEKS 5.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Rosa really does see the statue, without checking whether the big decision has happened yet.

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.

PLOT

The answer is A.

An official checks the family's papers and stamps them, so they may finally enter the country. Correct.

A

Correct. The officials stamp the papers, and the family is finally allowed to enter. Every earlier event has been building to this one decision.

Rosa points at the Statue of Liberty from the ship's deck.

B

Pattern Mix-Up: Wrong plot element. Seeing the statue is part of the rising action, not the climax, because nothing is decided yet.

The family moves into a crowded apartment with relatives in the city.

C

Another Place: Wrong part of the story. Moving into the apartment happens after the climax, during the falling action.

The wind is so strong that Rosa can barely stand on the deck.

D

Topic Trap: Setting detail, not the plot. The wind describes the voyage; it does not decide whether the family may enter.



The Writing Academy®, LLC

Grade 5 · Cluster 6 · Plot

TEKS 5.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The rising action is the chain of events where a problem grows bigger and harder to solve.

I can tell what happens because of an earlier event in the rising action.

The test gives me traps that switch which event causes which, so I check the order of cause and effect.

THIS WEEK'S FOCUS

Plot

from “The Garden That Wouldn't Grow”

This week we study **the rising action** in a harder story, where one problem leads to a bigger one. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**. We read **The Garden That Wouldn't Grow**. STAAR asks: **What happens because of Kendrix watering the plants too much?** Trap this week: **Cause and effect switched**, reversing which event causes which.

This deck teaches **tracking rising action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Plot

TEKS 5.8(C) • Plot • 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 are learning about the rising action, the chain of events where a problem grows bigger.”

▶ *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 spotting what happens because of an earlier event, and we will learn to catch traps that switch cause and effect.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 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 what caused a problem in a book they have read.

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 growing problem in a plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the garden's growing problem.

Read about Kendrix checking her garden after two weeks. Notice what she sees that worries her. Circle the words that show the problem.

"After two weeks, Kendrix noticed that the plants appeared weak."

I CAN | I can notice the event that shows a problem is starting to grow.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Monday

TEKS 5.8(C) · Plot · 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 a growing problem in a plot."

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

"A rising action often starts with one small sign of trouble. Listen for it."

▶ Read the line twice. Students circle noticed that the plants appeared weak on the NOTICE row.

ANSWER KEY: Kendrix notices the plants look weak after two weeks.

CHECK FOR UNDERSTANDING

Ask a student what Kendrix notices about the plants.

COMMON MISCONCEPTION

Students may think the weak plants are the end of the problem. This is only the beginning of the rising action.

POSSIBLE STUDENT QUESTION

Does a problem always get worse right away? Not always, but in this story Kendrix's choice makes it worse.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first sign of a growing problem. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Kendrix might be feeling when she sees the weak plants.

TODAY'S THINKING JOB

CHOOSE

"I can choose an event that belongs in the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose a rising action event.

The garden gets worse before Kendrix finds the real cause. Choose the event that is part of the rising action.

"Kendrix carefully looked over each row, wondering why the garden looked so different from previous years."

- A** Kendrix waters every plant much more than usual. • **B** Kendrix and her grandmother pull weeds before planting. • **C** The tomato plants are covered with red fruit at harvest.

I CAN | I can choose the event that adds to the growing problem, not an event from another part of the plot.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 an event that belongs in the rising action."

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

"Several events happen in this story. Only one of these choices belongs in the rising action."

▶ Students choose privately, then tell a partner which plot part the other two choices belong to.

ANSWER KEY: A. Kendrix waters every plant much more than usual.

CHECK FOR UNDERSTANDING

Ask a student why pulling weeds before planting is not part of the rising action.

COMMON MISCONCEPTION

Students may pick the harvest because it feels important. Important is not the same as part of the rising action.

POSSIBLE STUDENT QUESTION

Can an event from the beginning of the story be part of the rising action? No, the rising action comes after the problem starts.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing an event that belongs in the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Kendrix hopes will happen after she waters the plants.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves what too much water causes."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show what too much water causes.

Which sentence from the story best supports the idea that watering the plants too much makes the garden worse?

"The soil became overly wet and muddy, and many of the leaves started to turn yellow."

I CAN | I can point to the exact sentence that proves the effect of an event in the rising action.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves what too much water causes."

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

"The rising action proves itself with evidence. Hunt for the sentence that shows the effect."

▶ Take two or three answers. Students underline overly wet and muddy and turn yellow.

ANSWER KEY: The soil became overly wet and muddy, and many of the leaves started to turn yellow.

CHECK FOR UNDERSTANDING

Ask a student what causes the soil to become muddy.

COMMON MISCONCEPTION

Students may think the plants were already muddy before Kendrix watered them. The mud is a direct result of the extra water.

POSSIBLE STUDENT QUESTION

Why does more water make the leaves turn yellow? Because too much water stops air from reaching the roots.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the effect of overwatering. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the garden looks different right after Kendrix waters it twice.

TODAY'S THINKING JOB

OWN

"I can retell a chain of cause and effect in the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the chain of cause and effect.

Write three sentences that tell how one event in the rising action causes the next, using first, next, and last.

"Then she explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air."

I CAN | I can retell three events in order, showing how each one causes the next.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell a chain of cause and effect in the rising action."

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

"Use first, next, and last to show how one event causes the next in the rising action."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the plants look weak, next Kendrix waters them too much, last the soil floods and the roots cannot get air.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks that each one causes the next.

COMMON MISCONCEPTION

Students may list events without showing the cause. Each event should lead to the next one.

POSSIBLE STUDENT QUESTION

Do all three events have to be connected? Yes, each one should cause the one after it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a chain of cause and effect in the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what might have happened if Kendrix had watered only a little more.

TODAY'S THINKING JOB

DEFEND

"I can explain how one event in the rising action causes another."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the real cause and effect.

A student wrote: **The leaves turned yellow, and that is why Kendrix watered the plants more.** How are the real cause and effect connected in the rising action?

"She realized that careful observation often leads to better decisions."

I CAN | I can defend the real cause and effect and explain how they connect in the rising action.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how one event in the rising action causes another."

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

"In a rising action, one event causes the next. Find out which event happened first."

▶ Students write the real order and the word because on the DEFEND row.

ANSWER KEY: Kendrix waters too much first. That causes the yellow leaves. The trap is Cause and effect switched.

CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

COMMON MISCONCEPTION

Students may agree with the trap because both events are true. True events can still be switched in order.

POSSIBLE STUDENT QUESTION

Why does the order of cause and effect matter? Because the first event is what makes the second one happen.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the real cause and effect in the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Kendrix's grandmother notices when she examines the soil.

Follow the rising action on your own.

Go back to the story. Write the event that happens because Kendrix waters the plants too much. Copy the sentence that proves it.

Go back to the story.
Write the event that happens because Kendrix waters too much.
Copy the sentence that proves it.

I CAN | I can find an effect in the rising action and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the event that happens first. Then find the sentence that shows what it causes."

▶ 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 After two weeks, Kendrix sees that the plants look weak and pale. This is the first sign that a bigger problem is coming.

CHOOSE A. Kendrix waters every plant much more than usual. B is Out of order: weeding happens before this problem starts. C is Wrong part of the story: harvest is the resolution.

SHOW The soil became overly wet and muddy, and many of the leaves started to turn yellow. This sentence proves that watering too much makes the garden worse, not better.

OWN Answers vary. Example: First, the plants look weak and pale. Next, Kendrix waters them much more than usual. Last, the soil floods, and too much water can prevent roots from getting enough air.

DEFEND Kendrix waters too much first, and that causes the soil to flood and leaves to turn yellow. She realizes careful observation often leads to better decisions. The student's order is Cause and effect switched.

YOUR TURN Answers vary. Example: The soil floods and the leaves turn yellow. Proof: The soil became overly wet and muddy, and many of the leaves started to turn yellow.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot



TEKS 5.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The following day, she watered each plant much more than usual. ... Instead of improving, the garden’s condition worsened. ... The soil became overly wet and muddy, and many of the leaves started to turn yellow.”

What happens because of Kendrix watering the plants too much?

- A** The leaves turn yellow, and that is why Kendrix decides to water the plants more.
- B** The soil becomes muddy, and many of the leaves begin turning yellow.
- C** The weeds disappear from between the rows of vegetables.
- D** Her grandmother says plants need patience because they grow little by little.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot

TEKS 5.8(C) · Plot · 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 choice A because the leaves really do turn yellow, without checking which event happened first.

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.

PLOT

The answer is B.

The leaves turn yellow, and that is why Kendrix decides to water the plants more.

- A** Reversed Meaning: Cause and effect switched. Kendrix waters too much first, and that is what causes the leaves to turn yellow.

The soil becomes muddy, and many of the leaves begin turning yellow. Correct.

- B** Correct. Watering far too much floods the soil, and the extra water is what makes the leaves turn yellow.

The weeds disappear from between the rows of vegetables.

- C** Stretched or Unsupported: Not in the text. The story never says the extra water makes the weeds disappear.

Her grandmother says plants need patience because they grow little by little.

- D** Another Place: Wrong part of the story. That advice comes earlier, before the overwatering problem even begins.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot

TEKS 5.8(C) · Plot · 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the moment a plot's biggest problem is decided, and it shows us who a character really is.

I can tell how a character truly acts at the climax, not how I imagine they should act.

The test gives me traps that give a character the wrong reason for a real action, so I check the real motive.

THIS WEEK'S FOCUS

Plot

from “A Visit to the Workshop”

This week we study **the climax** through character: how a person really acts at the biggest moment of the plot. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **A Visit to the Workshop**.

STAAR asks: **How does the main character act at the climax?** Trap this week: **Wrong motive**, giving a real action the wrong reason.

This deck teaches **reading the climax through character the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot

TEKS 5.8(C) · Plot · 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 are learning how a character truly acts at the climax, the biggest moment of the plot.”

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

“Each day we will practice proving a character's real reaction with evidence, and we will learn to catch traps that give the wrong motive.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 2 . a class or student copy of “A Visit to the Workshop” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how a character in a favorite movie reacts at the most exciting moment.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what a character already knows before the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice what Zaylen already knows.

Read how Zaylen feels before she enters the workshop. Notice what she has already heard about Edison. Circle the words that show it.

"Zaylen had heard people talk about Thomas Edison before."

I CAN | I can notice an early detail about a character that happens before the biggest moment.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Monday

TEKS 5.8(C) · Plot · 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 what a character already knows before the climax."

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

"A climax means more when we know the character ahead of time. Listen for early details."

▶ Read the line twice. Students circle heard people talk about Thomas Edison on the NOTICE row.

ANSWER KEY: Zaylen has already heard people talk about Edison before her visit.

CHECK FOR UNDERSTANDING

Ask a student what Zaylen has heard about Edison before she visits.

COMMON MISCONCEPTION

Students may think Zaylen already knows Edison personally. She has only heard other people talk about him.

POSSIBLE STUDENT QUESTION

Does knowing about a character ahead of time matter? Yes, it helps us understand how surprised she is at the climax.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an early detail about a character. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Zaylen might be expecting to see in the workshop.

TODAY'S THINKING JOB

CHOOSE

"I can choose how a character really acts at the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the character acts.

The bulb finally glows and stays bright. Choose how Zaylen really acts at this climax.

"No one seemed bothered by the noise or the crowded tables."

A Zaylen cheers loudly and claps for Edison's success. • **B** Zaylen quietly looks away and ignores the glowing bulb. • **C** Zaylen gasps, amazed that it is brighter than any candle.

I CAN | I can choose the real action a character takes, not one I imagine.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 how a character really acts at the climax."

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

"Many reactions are possible, but only one is what Zaylen really does."

▶ Students choose privately, then point to the line in the story that proves it.

ANSWER KEY: C. Zaylen gasps, amazed that it is brighter than any candle.

CHECK FOR UNDERSTANDING

Ask a student to find the sentence that proves Zaylen's real reaction.

COMMON MISCONCEPTION

Students may think cheering fits the exciting moment. The text never says Zaylen cheers.

POSSIBLE STUDENT QUESTION

Could Zaylen have reacted a different way? The story tells us exactly how she reacts, so we check the text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the character's real action at the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the room grows quiet right before the bulb glows.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves
Zaylen's amazement at the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show how bright the climax truly is.

Which sentence from the story best supports the idea that the glowing bulb amazes Zaylen?

"It was brighter than any candle she had ever seen."

I CAN | I can point to the exact sentence that proves how a character reacts at the climax.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves Zaylen's amazement at the climax."

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

"A character's true feeling hides inside one strong sentence. Hunt for it."

▶ Take two or three answers. Students underline *brighter than any candle she had ever seen*.

ANSWER KEY: It was brighter than any candle she had ever seen.

CHECK FOR UNDERSTANDING

Ask a student what Zaylen compares the bulb's light to.

COMMON MISCONCEPTION

Students may think the sentence only describes the bulb. It also shows how amazed Zaylen feels.

POSSIBLE STUDENT QUESTION

How can one sentence show a feeling? By comparing something new to what the character already knows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves a character's reaction. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Zaylen might say to her family about this moment.

TODAY'S THINKING JOB

OWN

"I can retell how a character reacts across the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the character's climax moment.

Write three sentences that tell how Zaylen reacts as the climax happens, using first, next, and last.

"The room filled with a steady, warm light."

I CAN | I can retell three moments in order that show a character's reaction at the climax.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell how a character reacts across the climax."

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

"Use first, next, and last to show how a character's reaction builds at the climax."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the room goes quiet, next the bulb glows steadily, last Zaylen gasps in amazement.

CHECK FOR UNDERSTANDING

Ask a student to read their three moments while the class checks the order.

COMMON MISCONCEPTION

Students may skip the moment right before the bulb glows. Include the quiet room as part of the climax too.

POSSIBLE STUDENT QUESTION

Does a character's reaction count as part of the climax? Yes, it shows what the climax means to them.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling a character's reaction across the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Edison's reaction to the glowing bulb is different from Zaylen's.

TODAY'S THINKING JOB

DEFEND

"I can explain how a character's reaction at the climax connects to what they learn."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the character's real motive.

A student wrote: **Zaylen stays calm and unimpressed when the bulb glows.** How does Zaylen's real reaction at the climax connect to what she understands afterward?

"For the first time, Zaylen understood that an invention was not created in one lucky moment."

I CAN | I can defend a character's real motive and explain how it connects to the rest of the plot.



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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 how a character's reaction at the climax connects to what they learn."

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

"A character's reaction at the climax often leads to what they understand next."

▶ Students write the connection and the trap name on the DEFEND row.

ANSWER KEY: Zaylen is amazed at the climax. That leads to her understanding that an invention takes many tries. The trap is Opposite of the text.

CHECK FOR UNDERSTANDING

Ask a student to prove Zaylen's reaction by finding the sentence that shows her amazement.

COMMON MISCONCEPTION

Students may think staying calm fits a serious scene. The text clearly shows Zaylen is amazed, not calm.

POSSIBLE STUDENT QUESTION

Why does Zaylen's reaction matter for the rest of the story? Because it shows how much the climax changes what she understands.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a character's motive connects to the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Zaylen might think differently about inventions after this visit.

Follow the character at the climax on your own.

Go back to the story. Write how Zaylen acts at the climax, when the bulb glows. Copy the sentence that proves it.

Go back to the story.
Write how Zaylen acts at the climax.
Copy the sentence that proves it.

I CAN | I can find how a character acts at the climax and prove it with a sentence from the story.

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Grade 5 · Cluster 7 · Plot



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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

~5 min

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

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

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

“Find the sentence where the character reacts. That sentence proves the real motive.”

▶ 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 Zaylen has already heard about Edison before she visits. This early detail happens long before the climax, when the bulb finally glows.

CHOOSE C. Zaylen gasps, amazed that it is brighter than any candle. A is Not in the text: Zaylen never cheers or claps. B is Opposite of the text: Zaylen watches closely, she does not look away.

SHOW It was brighter than any candle she had ever seen. This sentence proves that Zaylen is amazed, because she compares it to the brightest light she knows.

OWN Answers vary. Example: First, the room grows quiet. Next, the room filled with a steady, warm light. Last, Zaylen gasps because it is brighter than any candle she has seen.

DEFEND Zaylen gasps and watches closely because the light amazes her; for the first time, Zaylen understood that an invention takes many tries. The student's idea is Opposite of the text, since Zaylen is deeply impressed, not calm.

YOUR TURN Answers vary. Example: Zaylen is amazed and watches closely. Proof: It was brighter than any candle she had ever seen.

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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 moment later, the bulb began to glow. The room filled with a steady, warm light. ... It was brighter than any candle she had ever seen."

How does the main character act at the climax when the bulb finally glows?

- A** Zaylen cheers loudly and claps for Edison's success.
- B** Zaylen gasps because a loud noise frightens her.
- C** Zaylen gasps, amazed, because the light is brighter than any candle she has seen.
- D** A worker checks the clock to record how long the bulb lasts.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Zaylen really does gasp, without checking whether the loud noise is actually in the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

PLOT

The answer is C.

- A** **Zaylen cheers loudly and claps for Edison's success.**
Stretched or Unsupported: Not in the text. Zaylen never cheers or claps when the bulb glows.
- B** **Zaylen gasps because a loud noise frightens her.**
Stretched or Unsupported: Wrong motive. Zaylen really does gasp, but no loud noise happens; she gasps because she is amazed.
- C** **Zaylen gasps, amazed, because the light is brighter than any candle she has seen. Correct.**
Correct. Zaylen gasps at the climax because the glowing bulb is brighter than any candle she has ever seen.
- D** **A worker checks the clock to record how long the bulb lasts.**
Another Place: Wrong character. A worker checks the clock, not Zaylen, who is the main character.



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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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The falling action is what happens right after the climax, as a problem settles into its result.

I can tell an event in the falling action apart from the climax that comes before it.

The test gives me traps that name the wrong plot element, so I check whether an event comes before or after the climax.

THIS WEEK'S FOCUS

Plot

from “A Gift that Welcomed Millions”

This week we study the **falling action**, the events that happen right after the biggest moment settles. Our TEKS is **5.8(C)**, and this week's breakout is the **falling action**. We read **A Gift that Welcomed Millions**. STAAR asks: **Which event is part of the falling action?** Trap this week: **Wrong plot element**, naming the climax or an earlier event as if it were the falling action.

This deck teaches **landing in the falling action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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TEKS 5.8(C) • Plot • 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 about the falling action, the events that settle in right after the climax.”

▶ 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 spotting an event in the falling action, and we will learn to catch traps that name the wrong plot element.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 3 . a class or student copy of "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what happens right after the biggest moment in a movie they have seen.

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 early event that happens before the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice Rosa taking in the harbor.

Read how Rosa studies the statue as the ship arrives. Notice the details she notices. Circle the words that show it.

"Rosa leaned against the cold metal rail and tried to take in every detail."

I CAN | I can notice what happens early in a story, long before the falling action.



The Writing Academy®, LLC

Grade 5 · Cluster 7 · Plot · Monday

TEKS 5.8(C) · Plot · 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 an early event that happens before the falling action."

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

"Knowing what happens early helps us tell it apart from the falling action later. Listen for it."

▶ Read the line twice. Students circle take in every detail on the NOTICE row.

ANSWER KEY: Rosa studies every detail of the statue as the ship arrives.

CHECK FOR UNDERSTANDING

Ask a student what Rosa is looking at so closely.

COMMON MISCONCEPTION

Students may think this moment is already the falling action. It happens at the very beginning, before the climax.

POSSIBLE STUDENT QUESTION

Does every early event matter later in the story? Yes, but it is still part of an earlier plot part, not the falling action.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an early event before the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask a student why Rosa wants to remember every detail of the statue.

TODAY'S THINKING JOB

CHOOSE

"I can choose an event that belongs in the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose a falling action event.

The family has already passed inspection. Choose the event that is part of the falling action.

"The steamship continued toward Ellis Island, where the passengers would be questioned and examined."

A The family rides a ferry into New York City after inspection. • **B** An official stamps the family's papers so they may enter the country. • **C** Rosa whispers that the statue is bigger than she had imagined.

I CAN | I can choose the event that settles after the climax, not the climax itself.



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Grade 5 · Cluster 7 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 an event that belongs in the falling action."

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

"Several events happen in this story. Only one belongs in the falling action."

▶ Students choose privately, then tell a partner which plot part the other two choices belong to.

ANSWER KEY: A. The family rides a ferry into New York City after inspection.

CHECK FOR UNDERSTANDING

Ask a student why stamping the papers is the climax and not the falling action.

COMMON MISCONCEPTION

Students may pick the stamped papers because it feels important. Important does not mean it is the falling action.

POSSIBLE STUDENT QUESTION

Does the falling action happen before or after the climax? It happens right after, once the biggest moment is decided.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing an event that belongs in the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the family might see first from the ferry.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the falling action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the family settling in.

Which sentence from the story best supports the idea that the family begins settling into life in the city during the falling action?

"Her father found work at a factory, and her mother sewed clothing for a nearby shop."

I CAN | I can point to the exact sentence that proves an event belongs in the falling action.



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Grade 5 · Cluster 7 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the falling action."

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

"The falling action settles into place one small step at a time. Hunt for the proof."

▶ Take two or three answers. Students underline found work at a factory and sewed clothing.

ANSWER KEY: Her father found work at a factory, and her mother sewed clothing for a nearby shop.

CHECK FOR UNDERSTANDING

Ask a student what each parent does to help the family settle in.

COMMON MISCONCEPTION

Students may think this sentence happens at Ellis Island. It happens after the family has already entered the country.

POSSIBLE STUDENT QUESTION

How do I know this sentence is the falling action? It happens after the climax, as the family settles into a new life.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what else the family must learn to do in their new home.

TODAY'S THINKING JOB

OWN

"I can retell the events of the falling action in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the falling action in order.

Write three sentences that tell how the family settles in after the climax, using first, next, and last.

"Rosa began school, where she slowly learned to read and speak English."

I CAN | I can retell three events in order that settle the story after the climax.



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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 retell the events of the falling action in order."

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

"Use first, next, and last to retell the falling action after the climax."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the family rides the ferry, next the parents find work, last Rosa starts school.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks that each one happens after the climax.

COMMON MISCONCEPTION

Students may include the climax itself. Keep all three events in the falling action, after the papers are stamped.

POSSIBLE STUDENT QUESTION

Can the falling action include many small events? Yes, settling into a new life takes several steps.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the events of the falling action in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which new skill Rosa might find hardest to learn.

TODAY'S THINKING JOB

DEFEND

"I can explain how an event in the falling action connects to the rest of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the falling action.

A student wrote: **Finding a factory job is the climax of the story.** How does finding work connect to the rest of the falling action?

"Each new skill made the unfamiliar place feel more like home."

I CAN | I can defend the falling action and explain how it connects after the climax.



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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 how an event in the falling action connects to the rest of the story."

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

"Connect events with because, so, or which to show how the falling action builds after the climax."

▶ Students write the connection and the trap name on the DEFEND row.

ANSWER KEY: Finding work is part of the falling action. It leads to new skills that made the unfamiliar place feel more like home.

CHECK FOR UNDERSTANDING

Ask a student to prove finding work happens after the climax, not during it.

COMMON MISCONCEPTION

Students may agree with the trap because finding work feels big. A big event can still be the wrong plot element.

POSSIBLE STUDENT QUESTION

Why isn't finding work the climax? Because the biggest decision, whether the family may enter, already happened at Ellis Island.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action connects after the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Rosa's life might be different if her father had not found work.

Follow the falling action on your own.

Go back to the story. Write an event that happens in the falling action, after the family enters the country. Copy the sentence that proves it.

Go back to the story.
Write an event in the falling action.
Copy the sentence that proves it.

I CAN | I can find an event in the falling action and prove it with a sentence from the story.

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Grade 5 · Cluster 7 · Plot



TEKS 5.8(C) · Plot · 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.

“Find the moment the biggest decision is made. Then look for what settles in right after 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 Rosa leans against the rail and studies every detail of the statue. This happens near the beginning, long before the falling action settles the story.

CHOOSE A. The family rides a ferry into New York City after inspection. B is Wrong plot element: stamping the papers is the climax. C is Out of order: Rosa says that near the very beginning.

SHOW Her father found work at a factory, and her mother sewed clothing for a nearby shop. This sentence proves the family is settling into their new life after the climax.

OWN Answers vary. Example: First, the family rides the ferry into the city. Next, her parents find work. Last, Rosa began school, where she slowly learned to read and speak English.

DEFEND Finding work lets the family build a life, and each new skill made the unfamiliar place feel more like home. The student's idea is Wrong plot element, since finding work happens after the real climax at Ellis Island.

YOUR TURN Answers vary. Example: The family rides a ferry into the city. Proof: The family stepped onto a ferry that would take them into New York City.

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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.

“They had been allowed to enter the United States. The family stepped onto a ferry that would take them into New York City. ... Her father found work at a factory, and her mother sewed clothing for a nearby shop.”

Which event is part of the falling action after the family leaves Ellis Island?

- A** An official stamps the family's papers so they may enter the country.
- B** Rosa notices the statue's torch shining in the morning light.
- C** The ship sails through strong winds for many days.
- D** Rosa's father finds work at a factory after they settle in the city.



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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing choice A because stamping the papers really does happen, without checking whether it is the climax or the falling action.

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.

PLOT

The answer is D.

An official stamps the family's papers so they may enter the country.

- A** Pattern Mix-Up: Wrong plot element. Stamping the papers is the climax, the moment right before the falling action begins.

Rosa notices the statue's torch shining in the morning light.

- B** Another Place: Wrong part of the story. Rosa notices the torch near the beginning, long before the falling action.

The ship sails through strong winds for many days.

- C** Topic Trap: Small detail, not a plot event. The strong winds describe the voyage; they do not move the falling action forward.

Rosa's father finds work at a factory after they settle in the city. Correct.

- D** Correct. After the family settles in the city, her father finds work at a factory, which is part of the falling action.



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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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A setting is where and when a story happens, and it can push the plot forward.

In The Water of Life, the deep valley is where the dwarf tests each prince.

A Setting detail, not the plot trap describes a place without moving the story, so I ask what the place does.

THIS WEEK'S FOCUS

Plot

from “The Water of Life”

This week we learn how **the setting** matters to a plot. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action**, the events that build the quest. We read the fairy tale **The Water of Life**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a detail about a place that does not drive the story.

This deck teaches **how the setting drives the plot** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 5 • Cluster 7 • Plot

TEKS 5.8(C) • Plot • 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 are learning how a setting can matter to a plot. In this fairy tale, the deep valley is where the dwarf tests each prince.”

▶ 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 How is the setting important to the plot, and we will learn to spot setting details that do not drive the story.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 7 Module 4 . a class or student copy of “The Water of Life” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name a place in a favorite story and tell what happens there.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the setting of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the setting.

Read the first lines of **The Water of Life**. Notice where the eldest prince is riding when the dwarf appears.

"Then he set out: and when he had gone on his way some time he came to a deep valley, overhung with rocks and woods;"

I CAN | I can notice the place where the rising action begins.



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Grade 5 · Cluster 7 · Plot · Monday

TEKS 5.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice the setting of the story."

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

"A setting can be more than a picture. Ask what happens in that place."

▶ Read the line twice. Students circle deep valley, overhung with rocks and woods on the NOTICE row.

ANSWER KEY: The prince comes to a deep valley overhung with rocks and woods.

CHECK FOR UNDERSTANDING

Ask a student who meets the prince in the valley.

COMMON MISCONCEPTION

Students may skip to the castle. The valley comes first, and it is where the dwarf tests the prince.

POSSIBLE STUDENT QUESTION

Is the valley just a pretty place? No. It is where the dwarf appears and the test begins.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the setting where the rising action begins. Keep the demand at this level.

RAISE THE THINKING

Ask what the dwarf does after the prince is rude.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells what the valley setting does to the plot.

"So he set out, and the dwarf met him too at the same spot in the valley, among the mountains, and said, 'Prince, whither so fast?'"

A The deep valley is overhung with rocks and dark woods. • **B** The mountain pass lets the rude brothers ride straight through. • **C** The valley is where the dwarf tests each prince and grants help.

I CAN | I can tell what a setting does to the plot.



The Writing Academy®, LLC

Grade 5 • Cluster 7 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 how the setting matters."

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

"A setting detail tells where things are. An event moves the story."

▶ Students choose privately, then find the valley and the pass in the story.

ANSWER KEY: C. The valley is where the dwarf tests each prince and grants help.

CHECK FOR UNDERSTANDING

Ask a student to point out the choice that only describes the place.

COMMON MISCONCEPTION

Students may pick A because the rocks are really in the story. A detail can be true and still not drive the plot.

POSSIBLE STUDENT QUESTION

What is the difference between a setting detail and an event? A detail describes the place; an event changes the story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the setting matters to the plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the dwarf met the princes in a castle instead.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves what the setting does."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the setting at work.

STAAR asks: Which sentence from the story best supports the idea that the mountain setting stops the rude brothers?

"he, too, was at last obliged to take up his abode in the heart of the mountains."

I CAN | I can point to the exact sentence that shows the setting at work.



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Grade 5 · Cluster 7 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves what the setting does."

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

"Hunt for the sentence that shows the place changing the story."

▶ Take two or three answers. Students underline obliged to take up his abode on the SHOW row.

ANSWER KEY: he, too, was at last obliged to take up his abode in the heart of the mountains.

CHECK FOR UNDERSTANDING

Ask a student what happened to the second prince in the mountains.

COMMON MISCONCEPTION

Students may choose the line about the golden road. The question asks about the mountain setting, not the palace road.

POSSIBLE STUDENT QUESTION

Why is this the best sentence? Because it shows the setting trapping the prince, not just describing rocks.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the setting at work. Keep the demand at this level.

RAISE THE THINKING

Ask how the youngest prince's meeting in the valley is different.

TODAY'S THINKING JOB

OWN

"I can retell the rising action in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the rising action.

Write three events from the rising action in order. Use first, next, and last.

"The door flew open at the third stroke of the wand, and when the lions were quieted he went on through the castle and came at length to a beautiful hall."

I CAN | I can retell three rising action events using first, next, and last.



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Grade 5 · Cluster 7 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the rising action in order."

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

"The rising action is a chain of events. One step leads to the next."

▶ Students write three events in order on the OWN row.

ANSWER KEY: Example: First the wand, next the door opens and the lions quiet, last the prince draws the water and meets the princess.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may start with the wedding. The wedding is the resolution, at the very end.

POSSIBLE STUDENT QUESTION

Do the events have to be about the youngest prince? For this row, yes, keep to his rising action.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

RAISE THE THINKING

Ask which event in their retelling needs the setting of the castle.

TODAY'S THINKING JOB

DEFEND

"I can explain how the setting connects to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend how the setting connects.

How does the golden road lead to the youngest prince winning the princess? Explain the connection.

"and had a road made leading up to her palace all of shining gold"

I CAN | I can defend how the setting leads to the ending of the story.



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Grade 5 · Cluster 7 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the setting connects to the resolution."

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

"The setting can decide who wins. Look for what the place does."

▶ Students write the connection between the road, the brothers, and the princess on the DEFEND row.

ANSWER KEY: The golden road tests the brothers, the youngest rides straight up it, so he wins the princess.

CHECK FOR UNDERSTANDING

Ask a student to prove who rides straight up the road.

COMMON MISCONCEPTION

Students may say the road is only decoration. In this story it decides who is the true prince.

POSSIBLE STUDENT QUESTION

Why does the road matter? Because it shows who the real deliverer is, so the princess knows who to marry.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the setting leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the road were not made of gold.

Track the setting yourself.

Go back to the story. Write how the deep valley setting is important to the plot. Copy the sentence that proves it.

Go back to the story.
Write how the deep valley is important to the plot.
Copy the sentence that proves it.

I CAN | I can explain how a setting matters and prove it with a sentence.

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Grade 5 · Cluster 7 · Plot



TEKS 5.8(C) · Plot · 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.

“Find the deep valley in the story first. Then read what happens to each prince there.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The eldest prince rides into a deep valley, overhung with rocks and woods, and that is where the dwarf appears to test him. The setting starts the rising action.

CHOOSE C. The valley is where the dwarf tests each prince and grants help. A is Setting detail, not the plot: the rocks and woods only describe the place. B is Opposite of the text: the mountain pass traps the rude brothers, not lets them through.

SHOW he, too, was at last obliged to take up his abode in the heart of the mountains. This line proves the mountain setting stops the second prince, so the place itself blocks the rude brothers.

OWN Answers vary. Example: First, the youngest prince meets the dwarf and gets the iron wand. Next, the door flies open and the lions are quieted. Last, he meets the princess and draws the Water of Life.

DEFEND Because the princess has a road made leading up to her palace all of shining gold, only the true deliverer rides straight up it, so the youngest wins her. Calling the road a pretty detail is the Setting detail, not the plot trap.

YOUR TURN Answers vary. Example: The valley is where the dwarf meets each prince, so kindness there decides who gets help. Proof: he came to a deep valley, overhung with rocks and woods

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Grade 5 · Cluster 7 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“he came to a deep valley, overhung with rocks and woods ... the path was closed behind him, so that he was shut in all round. ... for if you tarry longer the door will shut upon you for ever.”

How is the setting important to the plot?

- A** The deep valley is overhung with rocks and dark woods.
- B** The mountain setting is where the dwarf tests each prince, and kindness there decides who gets help.
- C** The golden road is where the dwarf gives the prince the iron wand.
- D** The princess makes the golden road before the king falls ill.

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Grade 5 · Cluster 7 · Plot



TEKS 5.8(C) · Plot · 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 B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because the rocks and woods are real details, without asking whether they move the plot.

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.

PLOT

The answer is B.

The deep valley is overhung with rocks and dark woods.

- A** Topic Trap: Setting detail, not the plot. The rocks and woods only describe the place; they do not move the story forward.

The mountain setting is where the dwarf tests each prince, and kindness there decides who gets help. Correct.

- B** Correct. The valley setting matters because the dwarf meets each prince there, and kindness in that place decides who gets help on the quest.

The golden road is where the dwarf gives the prince the iron wand.

- C** Another Place: Wrong part of the story. The dwarf gives the wand in the valley, while the golden road appears near the end at the princess's palace.

The princess makes the golden road before the king falls ill.

- D** Pattern Mix-Up: Out of order. The king falls ill first, and the golden road is built much later, after the quest succeeds.



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Grade 5 · Cluster 7 · Plot

TEKS 5.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A plot summary tells the main events in order: rising action, climax, falling action, and resolution.

In The Garden That Wouldn't Grow, over-watering starts the trouble, and learning the cause fixes it.

A Small detail, not a plot event trap names one tiny moment, so I look for the sentence that tells the whole story.

THIS WEEK'S FOCUS

Plot

from “The Garden That Wouldn't Grow”

This week we learn **summarizing the whole plot**. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action, the climax, the falling action, and the resolution**, the whole plot line in order. We read the story **The Garden That Wouldn't Grow**. STAAR asks: **Which sentence best describes the plot of the story?** Trap this week: **Small detail, not a plot event**, a tiny detail that really happens but does not drive the plot.

This deck teaches **summarizing the whole plot line** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



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Grade 5 • Cluster 8 • Plot

TEKS 5.8(C) • Plot • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning to summarize a whole plot. A good summary covers the rising action, the climax, the falling action, and the resolution.”

▶ 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 Which sentence best describes the plot of the story, and we will learn to spot answers that are only small details.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 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 summarize a favorite story in three events: problem, turn, ending.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the problem in the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the problem.

Read the first lines of **The Garden That Wouldn't Grow**. Notice what starts going wrong after two weeks.

"Their leaves were pale instead of a healthy green, and several stems were beginning to droop."

I CAN | I can notice the problem that starts the rising action.



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Grade 5 • Cluster 8 • Plot • Monday

TEKS 5.8(C) • Plot • 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 the problem in the story."

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

"Every plot starts with a problem. Listen for what goes wrong."

▶ Read the line twice. Students circle *pale* instead of a healthy green on the NOTICE row.

ANSWER KEY: The leaves are pale and the stems begin to droop.

CHECK FOR UNDERSTANDING

Ask a student what Kendrix thinks the plants need.

COMMON MISCONCEPTION

Students may start with the happy spring planting. The problem begins later, after two weeks.

POSSIBLE STUDENT QUESTION

Is pale leaves a small detail? No. It is the first sign of the problem that drives the whole plot.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem that starts the rising action. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix decides to do about the weak plants.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that tells the whole plot."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the whole plot.

STAAR asks: **Which sentence best describes the plot of the story?** Pick the sentence that tells the whole plot, not one small part.

"She slowly poured water around every stem until the soil became dark and soaked."

A The plants weaken, Kendrix waters too much, learns why, they recover. • **B** Kendrix enjoys organizing the seed packets into neat piles. • **C** Her grandmother waters the plants too much until the soil turns muddy.

I CAN | I can tell a whole-plot summary from a small detail.



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Grade 5 · Cluster 8 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 sentence that tells the whole plot."

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

"A whole plot sentence covers the problem, the turn, and the ending."

▶ Students choose privately, then find the ending of the story with a partner.

ANSWER KEY: A. The plants weaken, Kendrix waters too much, learns why, they recover.

CHECK FOR UNDERSTANDING

Ask a student which choice mentions the problem and the ending together.

COMMON MISCONCEPTION

Students may pick B because it is a real moment. A real moment can still be a small detail.

POSSIBLE STUDENT QUESTION

How do I know A tells the whole plot? It includes the problem, the mistake, the lesson, and the recovery.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the sentence that summarizes the whole plot. Keep the demand at this level.

RAISE THE THINKING

Ask a student which part of the plot choice C is missing.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the mistake."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the evidence.

STAAR asks: Which sentence from the story best supports the idea that the extra water made the problem worse?

"Small puddles remained around several plants long after Kendrix had finished watering."

I CAN | I can point to the exact sentence that supports an idea about the plot.



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Grade 5 · Cluster 8 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the mistake."

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

"Find the sentence that shows the damage from the extra water."

▶ Take two or three answers. Students underline Small puddles remained on the SHOW row.

ANSWER KEY: Small puddles remained around several plants long after Kendrix had finished watering.

CHECK FOR UNDERSTANDING

Ask a student what the puddles prove about the soil.

COMMON MISCONCEPTION

Students may choose the line about the seed packets. The question asks about the extra water, not the planting.

POSSIBLE STUDENT QUESTION

Why are the puddles important? Because they show the soil is too wet, which hurts the roots.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the mistake. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix and her grandmother do to fix the soggy soil.

TODAY'S THINKING JOB

OWN

"I can retell the whole plot in order."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the whole plot.

Write the whole plot in three sentences. Use first, next, and last.

"Nearly a week later, the muddy soil gradually became firmer."

I CAN | I can retell the rising action, climax, falling action, and resolution.



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Grade 5 · Cluster 8 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the whole plot in order."

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

"Use first, next, and last so a listener can follow the whole plot."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the problem, next the lesson, last the recovery and the harvest.

CHECK FOR UNDERSTANDING

Ask a student to read their three sentences while the class checks the order.

COMMON MISCONCEPTION

Students may stop at the lesson. The plot is not over until the garden recovers.

POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the whole plot in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which of their sentences is the turning point and why.

TODAY'S THINKING JOB

DEFEND

"I can explain how the falling action leads to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the plot line.

How does Kendrix's new approach lead to the garden recovering? Explain the connection.

"They stopped watering the garden every day and allowed the soil to dry out naturally between waterings."

I CAN | I can defend how one plot part leads to the next.



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Grade 5 · Cluster 8 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the falling action leads to the resolution."

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

"Each plot part connects. The fix leads to the recovery."

▶ Students write the chain and the word so or because on the DEFEND row.

ANSWER KEY: Stopping the daily watering lets the soil dry, the roots get air, and the garden recovers.

CHECK FOR UNDERSTANDING

Ask a student to prove the fix with a line from the story.

COMMON MISCONCEPTION

Students may say the plants recover overnight. The story says the improvement happens gradually.

POSSIBLE STUDENT QUESTION

Why does letting the soil dry help? Because the roots need air, and wet soil blocks the air.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what Kendrix writes in her notebook each afternoon and why.

Summarize the plot yourself.

Go back to the story. Write the sentence that best describes the whole plot. Copy the sentence that proves the ending.

Go back to the story.
Write the sentence that best describes the whole plot.
Copy the sentence that proves the ending.

I CAN | I can summarize the whole plot and prove the ending with a sentence.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot



TEKS 5.8(C) · Plot · 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.

"Think about the problem, the lesson, and the ending. The best summary includes all three."

▶ 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 After two weeks the plants look weak: their leaves were pale instead of a healthy green, and several stems were beginning to droop. That is the problem the plot builds from.

CHOOSE A. The plants weaken, Kendrix waters too much, learns why, they recover. B is Small detail, not a plot event: the seed packets are a tiny detail. C is Wrong character: Kendrix, not her grandmother, waters too much.

SHOW Small puddles remained around several plants long after Kendrix had finished watering. The puddles prove the soil is soaked, so the extra water is making the problem worse.

OWN Answers vary. Example: First, the plants weaken and Kendrix waters them too much. Next, she learns the real cause when the soil stays wet. Last, nearly a week later, the muddy soil gradually became firmer and the garden recovered.

DEFEND Because they stopped watering the garden every day and allowed the soil to dry out, the roots get air again, so new leaves appear and the garden recovers. Calling the seed packets the plot is the Small detail, not a plot event trap.

YOUR TURN Answers vary. Example: The plants weaken, Kendrix waters too much, she learns why, and the garden recovers. Proof: The garden had recovered, but Kendrix had grown, too.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot



TEKS 5.8(C) · Plot · 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.

PLOT

READ THIS PASSAGE EXCERPT.

“After two weeks, however, something changed. ... She slowly poured water around every stem until the soil became dark and soaked. ... The soil beneath the surface was still very wet even though many hours had passed since Kendrix watered it.”

Which sentence best describes the plot of the story?

- A** Kendrix enjoys organizing seed packets into neat piles before planting.
- B** Her grandmother waters the plants too much, and the leaves turn yellow.
- C** The plants weaken, Kendrix waters too much, she learns why, and the garden recovers.
- D** The garden recovers because Kendrix adds more compost to the soil.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot

TEKS 5.8(C) · Plot · 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 C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because organizing the seed packets really happens, without checking whether it describes the whole plot.

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.

PLOT

The answer is C.

Kendrix enjoys organizing seed packets into neat piles before planting.

- A** Topic Trap: Small detail, not a plot event. Organizing the seed packets really happens, but it does not drive the plot.

Her grandmother waters the plants too much, and the leaves turn yellow.

- B** Another Place: Wrong character. The story shows Kendrix pouring the extra water, not her grandmother.

The plants weaken, Kendrix waters too much, she learns why, and the garden recovers. Correct.

- C** Correct. This sentence tells the whole plot: the plants weaken, Kendrix waters too much, she learns why, and the garden recovers.

The garden recovers because Kendrix adds more compost to the soil.

- D** Stretched or Unsupported: Not in the text. The story never says compost fixes the garden; the cure is letting the soil dry out.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot

TEKS 5.8(C) · Plot · 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 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)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The climax is the moment that proves whether a plot's biggest problem can truly be solved.

I can explain why the climax matters, not just point to it.

The test gives me traps that claim too much happens after the climax, so I check exactly what the text says.

THIS WEEK'S FOCUS

Plot

from “A Visit to the Workshop”

This week we analyze **the climax** of a longer story: why the biggest moment truly matters. Our TEKS is **5.8(C)**, and this week's breakout is **the climax**. We read **A Visit to the Workshop**. STAAR asks: **Why is the climax important to the story?** Trap this week: **Goes too far**, claiming more happens after the climax than the text actually says.

This deck teaches **analyzing why the climax matters the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Plot

TEKS 5.8(C) • Plot • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning to explain why the climax matters, not just where it happens.”

▶ 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 proving why the climax is important, and we will learn to catch traps that go too far.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 2 . a class or student copy of "A Visit to the Workshop" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why the climax of a favorite movie truly mattered to the story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an early detail that happens before the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the dark streets before the workshop.

Read how the streets look before Zaylen enters the workshop. Notice the words that describe the darkness. Circle them.

"A few oil lamps burned near the shops, but large parts of the street remained hidden in shadow."

I CAN | I can notice what a story looks like long before its climax.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot · Monday

TEKS 5.8(C) · Plot · 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 an early detail that happens before the climax."

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

"Knowing how dark things are at first helps us see how much the climax changes. Listen for it."

▶ Read the line twice. Students circle hidden in shadow on the NOTICE row.

ANSWER KEY: Most of the street is dark, with only a few lamps burning.

CHECK FOR UNDERSTANDING

Ask a student to describe the streets before Zaylen reaches the workshop.

COMMON MISCONCEPTION

Students may think the dark street is already part of the climax. It only sets up how much the climax will change.

POSSIBLE STUDENT QUESTION

Does the setting at the start matter to the climax? Yes, it shows how much darker the streets are before electric light.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an early detail before the climax. Keep the demand at this level.

RAISE THE THINKING

Ask a student why the shops still need oil lamps at night.

TODAY'S THINKING JOB

CHOOSE

"I can choose the real reason the climax matters."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose why the climax matters.

Many bulbs fail before one finally lasts. Choose the real reason the climax is important to the story.

"Every table held several attempts at the same problem."

A It matters because the lightbulb now has no more failures. • **B** It matters because it happens at the start of the visit. • **C** It matters because it shows patient testing can finally progress.

I CAN | I can choose why the climax is important, not an overstated or misplaced reason.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Plot • Tuesday

TEKS 5.8(C) • Plot • 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 the real reason the climax matters."

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

"Many events happen in this story, but only one reason truly explains why the climax matters."

▶ Students choose privately, then explain to a partner why testing does not stop after the climax.

ANSWER KEY: C. It matters because it shows patient testing can finally progress.

CHECK FOR UNDERSTANDING

Ask a student whether Edison stops testing after this bulb lasts longer.

COMMON MISCONCEPTION

Students may think one success means every test will now work. The story shows testing and failure keep happening.

POSSIBLE STUDENT QUESTION

Does the climax mean every future problem is solved? No, it only shows that progress is finally possible.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the real reason the climax matters. Keep the demand at this level.

RAISE THE THINKING

Ask a student why patience matters so much in this workshop.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax matters."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the proof of the climax.

Which sentence from the story best supports the idea that this bulb test is the climax, the moment real progress happens?

"It has lasted longer than the earlier test,"

I CAN | I can point to the exact sentence that proves why the climax is important.



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Grade 5 · Cluster 8 · Plot · Wednesday

TEKS 5.8(C) · Plot · 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 the sentence that proves the climax matters."

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

"The climax proves itself with one key sentence. Hunt for the proof."

▶ Take two or three answers. Students underline *lasted longer than the earlier test*.

ANSWER KEY: It has lasted longer than the earlier test.

CHECK FOR UNDERSTANDING

Ask a student why lasting longer matters more than just glowing.

COMMON MISCONCEPTION

Students may think any glowing bulb is the climax. The climax is the one that proves real progress by lasting longer.

POSSIBLE STUDENT QUESTION

Why is lasting longer such important proof? Because the whole problem has been that bulbs burn out too quickly.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves why the climax matters. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Edison says right after the worker announces the result.

TODAY'S THINKING JOB

OWN

"I can retell the events that lead to the climax."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the path to the climax.

Write three sentences that tell what leads up to the climax, using first, next, and last.

"Edison walked over and studied the bulb."

I CAN | I can retell three events in order that build toward why the climax matters.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the events that lead to the climax."

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

"Use first, next, and last so a listener can follow why the climax matters."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First bulbs keep failing, next workers try new material, last Edison studies the bulb that finally lasts.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks that the last one is the climax.

COMMON MISCONCEPTION

Students may only list failures. Make sure the last event shows the climax, when progress finally happens.

POSSIBLE STUDENT QUESTION

Why does it take so many failures before the climax? Because each failure teaches the workers something new to try.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the events that build toward why the climax matters. Keep the demand at this level.

RAISE THE THINKING

Ask a student how the workers feel differently after this bulb lasts longer.

TODAY'S THINKING JOB

DEFEND

"I can explain why the climax matters and how it connects to the rest of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend why the climax truly matters.

A student wrote: **The climax matters because every bulb works perfectly from then on.** Why is the real climax important, and how does it connect to what happens next?

"For the first time, Zaylen understood that an invention was not created in one lucky moment."

I CAN | I can defend why the climax is important and explain how it connects, without overstating it.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain why the climax matters and how it connects to the rest of the story."

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

"Connect events with because or so to explain why the climax truly matters."

▶ Students write the connection and the trap name on the DEFEND row.

ANSWER KEY: The climax shows progress is possible. That leads Zaylen to understand invention takes many tries. The trap is Goes too far.

CHECK FOR UNDERSTANDING

Ask a student to prove the climax does not mean every test now succeeds.

COMMON MISCONCEPTION

Students may agree with the trap because the result feels like total success. One success does not mean every test now works.

POSSIBLE STUDENT QUESTION

Why can't we say every bulb now works perfectly? Because the text shows the workers keep testing and keep failing afterward.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining why the climax matters without overstating it. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Zaylen might tell her family about why this moment mattered most.

Follow why the climax matters on your own.

Go back to the story. Write why the climax is important to the story. Copy the sentence that proves it.

Go back to the story.
Write why the climax is important.
Copy the sentence that proves it.

I CAN | I can explain why the climax matters and prove it with a sentence from the story.

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Grade 5 · Cluster 8 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the moment of real progress. Then find the sentence that proves why it matters."

▶ 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 streets are mostly dark, with only a few lamps burning. This happens long before the climax, when a bulb finally lasts longer than any earlier test.

CHOOSE C. It matters because it shows patient testing can finally progress. A is Goes too far: testing and failure continue after this bulb lasts longer. B is Out of order: the climax happens after many earlier tests.

SHOW A worker announces, It has lasted longer than the earlier test. This sentence proves the climax matters because it is the first real sign of lasting progress.

OWN Answers vary. Example: First, many bulbs crack or burn out too fast. Next, the workers try new material. Last, Edison walked over and studied the bulb that finally lasted longer.

DEFEND The climax matters because testing finally pays off, and for the first time, Zaylen understood that invention was not one lucky moment. The student's idea is Goes too far, since failure keeps happening afterward.

YOUR TURN Answers vary. Example: The climax matters because it proves progress is possible. Proof: It has lasted longer than the earlier test.



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.

PLOT

READ THIS PASSAGE EXCERPT.

“The worker beside it checked the clock again. ... For the first time, Zaylen understood that an invention was not created in one lucky moment.”

Why is the climax important to the story of Edison's workshop?

- A** It shows that careful testing and patience can finally produce real progress.
- B** It proves that Edison will never have another failed test again.
- C** It happens only because Zaylen asks Edison why he keeps failing.
- D** It happens because the workshop runs out of glass bulbs to test.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot

TEKS 5.8(C) · Plot · 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 A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing choice B because the bulb really does succeed, without checking whether the text says every future test also succeeds.

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.

PLOT

The answer is A.

- A** **It shows that careful testing and patience can finally produce real progress. Correct.**
Correct. The climax shows that after many failures, patient testing finally pays off with real progress.
- B** **It proves that Edison will never have another failed test again.**
Stretched or Unsupported: Goes too far. The story never claims every future test succeeds; testing and failure continue.
- C** **It happens only because Zaylen asks Edison why he keeps failing.**
Reversed Meaning: Cause and effect switched. The bulb lasting longer comes from the new material, not from Zaylen's question.
- D** **It happens because the workshop runs out of glass bulbs to test.**
Stretched or Unsupported: Not in the text. The story never says the workshop runs out of bulbs.



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Grade 5 · Cluster 8 · Plot

TEKS 5.8(C) · Plot · 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 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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

The resolution is how a plot's problem finally settles, and it often reminds us why the problem mattered.

I can tell how the resolution connects back to events from the rising action.

The test gives me traps that say the opposite of what the text says, so I check the resolution's real meaning.

THIS WEEK'S FOCUS

Plot

from “A Gift that Welcomed Millions”

This week we analyze **the resolution** and how it connects back to the rising action. Our TEKS is **5.8(C)**, and this week's breakout is **the resolution**. We read **A Gift that Welcomed Millions**. STAAR asks: **How does the resolution connect to the rising action?** Trap this week: **Opposite of the text**, saying the reverse of what the resolution really means.

This deck teaches **connecting the resolution to the rising action the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Plot

TEKS 5.8(C) • Plot • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

~5 min

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

“This week we are learning how the resolution connects back to reasons from earlier in 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.

“Each day we will practice connecting the resolution to the rising action, and we will learn to catch traps that say the opposite of the text.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 3 . a class or student copy of "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student how the ending of a favorite book reminded them of something from earlier in the story.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a reason from the rising action, before the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice why the family left Italy.

Read why Rosa's father decided to leave Italy. Notice the reason he gives. Circle the words that show it.

"Work had been difficult to find, and her father wanted his children to have more chances than he had."

I CAN | I can notice an early reason that the resolution will later connect back to.



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Grade 5 · Cluster 8 · Plot · Monday

TEKS 5.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a reason from the rising action, before the resolution."

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

"A resolution often connects back to a reason from early in the plot. Listen for it."

▶ Read the line twice. Students circle more chances than he had on the NOTICE row.

ANSWER KEY: Rosa's father wants his children to have more chances than he had.

CHECK FOR UNDERSTANDING

Ask a student why Rosa's father decided to leave Italy.

COMMON MISCONCEPTION

Students may think this reason is already the resolution. It happens early, in the rising action, long before the story ends.

POSSIBLE STUDENT QUESTION

Does an early reason matter to the resolution? Yes, the resolution often reminds us why the family made that choice.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an early reason the resolution connects back to. Keep the demand at this level.

RAISE THE THINKING

Ask a student what else Rosa's father hopes to find in America.

TODAY'S THINKING JOB

CHOOSE

"I can choose the true connection between the resolution and the rising action."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose how the resolution connects.

Years later, Rosa thinks back on her family's journey. Choose the sentence that truly shows how the resolution connects to the rising action.

"Rosa began school, where she slowly learned to read and speak English."

A The statue promises the family an always-easy life. • **B** The resolution reminds Rosa why her family made the journey. • **C** The family sails back to Italy right after Ellis Island.

I CAN | I can choose the sentence that truly connects the resolution to an earlier reason.



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Grade 5 • Cluster 8 • Plot • Tuesday

TEKS 5.8(C) • Plot • Week 35 of 36 • Cluster 8 • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the true connection between the resolution and the rising action."

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

"Only one of these choices truly shows how the resolution connects back to the rising action."

▶ Students choose privately, then explain to a partner why the statue does not promise an easy life.

ANSWER KEY: B. The resolution reminds Rosa why her family made the journey.

CHECK FOR UNDERSTANDING

Ask a student what the statue reminds Rosa of, years later.

COMMON MISCONCEPTION

Students may think the statue promises an easy life. The text says the opposite, that life was not easy.

POSSIBLE STUDENT QUESTION

Does the resolution have to repeat the rising action exactly? No, but it should connect back to it, like reminding Rosa why the family left.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true connection between resolution and rising action. Keep the demand at this level.

RAISE THE THINKING

Ask a student what new opportunities Rosa's family finds in America.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the real meaning of the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the real meaning of the resolution.

Which sentence from the story best supports the idea that life in America was not promised to be easy?

"The Statue of Liberty had not promised that life would be easy."

I CAN | I can point to the exact sentence that proves what the resolution really says.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Plot • Wednesday

TEKS 5.8(C) • Plot • 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 the sentence that proves the real meaning of the resolution."

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

"A resolution's real meaning hides in one careful sentence. Hunt for it."

▶ Take two or three answers. Students underline had not promised that life would be easy.

ANSWER KEY: The Statue of Liberty had not promised that life would be easy.

CHECK FOR UNDERSTANDING

Ask a student what the statue did not promise the family.

COMMON MISCONCEPTION

Students may think the statue promised an easy life. The sentence clearly says the opposite, that it did not.

POSSIBLE STUDENT QUESTION

Why does this sentence matter to the resolution? Because it shows the real meaning, not an easy ending but a reminder of purpose.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the real meaning of the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the statue does remind the family of, if not an easy life.

TODAY'S THINKING JOB

OWN

"I can retell how the rising action connects to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the connection to the resolution.

Write three sentences that tell how the rising action connects to the resolution, using first, next, and last.

"Each new skill made the unfamiliar place feel more like home."

I CAN | I can retell three events in order that connect the rising action to the resolution.



The Writing Academy®, LLC

Grade 5 · Cluster 8 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell how the rising action connects to the resolution."

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

"Use first, next, and last to connect the rising action to the resolution."

▶ Students write three sentences in order on the OWN row.

ANSWER KEY: Example: First the family leaves Italy for more chances, next they settle in, last Rosa understands the real reason years later.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the connection to the resolution.

COMMON MISCONCEPTION

Students may forget the reason from the rising action. Connect it clearly to what the resolution reminds Rosa of.

POSSIBLE STUDENT QUESTION

Does the resolution always answer a question from the rising action? Often yes, like why the family made such a hard journey.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling how the rising action connects to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student what Rosa might tell her own children about this journey someday.

TODAY'S THINKING JOB

DEFEND

"I can explain how the resolution truly connects to an earlier reason."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the real resolution.

A student wrote: **The resolution says the statue promised an easy life.** How is the resolution really connected to the reason the family left Italy?

"it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy."

I CAN | I can defend the real resolution and explain how it connects to the rising action.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Plot • Friday

TEKS 5.8(C) • Plot • 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 explain how the resolution truly connects to an earlier reason."

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

"Connect the resolution to an earlier reason with because or which to show the real meaning."

▶ Students write the connection and the trap name on the DEFEND row.

ANSWER KEY: The resolution reminds Rosa why her family left Italy. The trap is Opposite of the text.

CHECK FOR UNDERSTANDING

Ask a student to prove the resolution does not promise an easy life.

COMMON MISCONCEPTION

Students may agree with the trap because an easy ending feels satisfying. The text clearly states the opposite is true.

POSSIBLE STUDENT QUESTION

Why does the resolution remind Rosa instead of promising ease? Because the story's real point is purpose, not an easy life.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution connects to an earlier reason. Keep the demand at this level.

RAISE THE THINKING

Ask a student how Rosa's understanding of the statue changes between the beginning and the end.

Follow the resolution's connection on your own.

Go back to the story. Write how the resolution connects to a reason from the rising action. Copy the sentence that proves it.

Go back to the story.
Write how the resolution connects back.
Copy the sentence that proves it.

I CAN | I can explain how the resolution connects to the rising action and prove it with a sentence from the story.

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Grade 5 · Cluster 8 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the reason from early in the story. Then find the sentence that proves the resolution connects to it."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE Work was hard to find, and Rosa's father wanted more chances for his children. This early reason happens long before the resolution at the end of the story.

CHOOSE B. The resolution reminds Rosa why her family made the journey. A is Opposite of the text: the statue does not promise an easy life. C is Not in the text: the family never sails back to Italy.

SHOW The Statue of Liberty had not promised that life would be easy. This sentence proves the resolution does not say life became simple, only that it had meaning.

OWN Answers vary. Example: First, the family leaves Italy to find more chances. Next, they settle into a new life. Last, each new skill made the unfamiliar place feel more like home, and Rosa later understands why they came.

DEFEND The resolution does not promise an easy life; because the family left to find opportunity, it reminded her family why they had made the journey, to find new opportunities. The student's idea is Opposite of the text.

YOUR TURN Answers vary. Example: The resolution reminds Rosa why her family left Italy. Proof: The Statue of Liberty had not promised that life would be easy.

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Grade 5 · Cluster 8 · Plot



TEKS 5.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

PLOT

READ THIS PASSAGE EXCERPT.

“Work had been difficult to find, and her father wanted his children to have more chances than he had. ... The Statue of Liberty had not promised that life would be easy.”

How does the resolution connect to the rising action of the story?

- A** The statue promises Rosa's family that life in America will always be easy.
- B** The resolution happens because Rosa's grandmother sails to America with them.
- C** Marco becomes frightened when a doctor asks him to open his mouth.
- D** The resolution reminds Rosa why her parents left Italy to find new opportunities.



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Grade 5 · Cluster 8 · Plot

TEKS 5.8(C) · Plot · 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 D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing choice A because an easy ending sounds satisfying, without checking what the text actually says about ease.

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.

PLOT

The answer is D.

- A The statue promises Rosa's family that life in America will always be easy.**
Reversed Meaning: Opposite of the text. The text says the statue had not promised that life would be easy.
- B The resolution happens because Rosa's grandmother sails to America with them.**
Stretched or Unsupported: Not in the text. Rosa's grandmother stays behind in Italy and waves goodbye from the dock.
- C Marco becomes frightened when a doctor asks him to open his mouth.**
Another Place: Wrong part of the story. That fear happens during the inspection, in the rising action, not the resolution.
- D The resolution reminds Rosa why her parents left Italy to find new opportunities. Correct.**
Correct. The resolution connects to the rising action by reminding Rosa of the real reason her family made the journey.



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Grade 5 · Cluster 8 · Plot

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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.

PLOT

EXACT TEKS WORDING (FROM TEA)

“analyze plot elements, including rising action, climax, falling action, and resolution”

WHAT DOES THIS MEAN TO ME?

A plot line has four parts: rising action, climax, falling action, and resolution.

In The Water of Life, the prince wins the water at the climax, and the wedding is the resolution.

A Wrong plot element trap names the wrong part of the line, so I check which part a choice names.

THIS WEEK'S FOCUS

Plot

from “The Water of Life”

This week we cap the whole plot line. Our TEKS is **5.8(C)**, and this week's breakout is **the rising action, the climax, the falling action, and the resolution**, and how the turning point drives the ending. We read the fairy tale **The Water of Life**. STAAR asks: **Which sentence best explains how the climax leads to the resolution?** Trap this week: **Wrong plot element**, a choice that names the wrong part of the plot, like calling the falling action the resolution.

This deck teaches **connecting the climax to the resolution** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

** In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 5 · Cluster 8 · Plot

TEKS 5.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 1 of 10

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·

~5 min

Introduce the Week

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

“This week we cap the whole plot line: rising action, climax, falling action, and resolution. In this fairy tale, the turning point is the prince winning the Water of Life.”

▶ *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 Which sentence best explains how the climax leads to the resolution, and we will learn to spot answers that name the wrong plot element.”

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

PREP & MATERIALS: the Plot slide deck for Cluster 8 Module 4 . a class or student copy of “The Water of Life” . the student tracking sheet . pencils . * In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

CHECK FOR UNDERSTANDING

Ask a student to name the turning point of a favorite story and tell what happens at the end.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice the turning point of the story."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Notice the turning point.

Read the climax of **The Water of Life**. Notice the moment the prince wins the Water of Life.

"Then he sprang from the couch dreadfully frightened, ran to the well, filled a cup that was standing by him full of water, and hastened to get away in time."

I CAN | I can notice the climax where the plot turns.



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Grade 5 · Cluster 8 · Plot · Monday

TEKS 5.8(C) · Plot · 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 the turning point of the story."

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

"Watch for the moment the story turns. That is the climax."

▶ Read the line twice. Students circle *hastened to get away in time* on the NOTICE row.

ANSWER KEY: The prince fills a cup with the Water of Life and hurries away in time.

CHECK FOR UNDERSTANDING

Ask a student what time it is when the prince wakes up.

COMMON MISCONCEPTION

Students may point to the princess's promise as the turning point. The promise comes before the rush for the water.

POSSIBLE STUDENT QUESTION

Is the climax the most exciting part? It is the turning point, the moment the prince wins the water.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the turning point of the story. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the prince is doing when the clock strikes twelve.

TODAY'S THINKING JOB

CHOOSE

"I can choose how the climax leads to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Choose the connection.

STAAR asks: **Which sentence best explains how the climax leads to the resolution?** Pick the sentence that connects the turning point to the ending.

"and as he came to the gate it flew open, and the princess welcomed him with joy, and said he was her deliverer"

A He wins the water, so he can return and marry the princess. • **B** The eldest prince wins the water and marries the princess. • **C** The king drinks the water and the story ends right there.

I CAN | I can pick the sentence that connects the turning point to the ending.



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Grade 5 · Cluster 8 · Plot · Tuesday

TEKS 5.8(C) · Plot · 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 how the climax leads to the resolution."

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

"The best sentence names both the turning point and the ending."

▶ Students choose privately, then find the turning point and the ending with a partner.

ANSWER KEY: A. He wins the water, so he can return and marry the princess. The gate flies open and the princess welcomes him with joy.

CHECK FOR UNDERSTANDING

Ask a student to name the trap that confuses the falling action with the ending.

COMMON MISCONCEPTION

Students may pick C because the king really does get well. A true event can still be the wrong plot element.

POSSIBLE STUDENT QUESTION

How do I know which sentence explains the connection? It names the turning point and the ending together.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the sentence that connects the climax to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask a student which choice names the wrong part of the plot line.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the promise."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Show the promise kept.

STAAR asks: Which sentence from the story best supports the idea that the resolution keeps the promise the prince made at the castle?

"and she welcomed him joyfully, and said, if he would set her free from the spell that bound her, the kingdom should be his, if he would come back in a year and marry her."

I CAN | I can point to the exact sentence that connects the climax to the ending.



The Writing Academy®, LLC

Grade 5 • Cluster 8 • Plot • Wednesday

TEKS 5.8(C) • Plot • Week 36 of 36 • Cluster 8 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

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

"Today's thinking job is SHOW. I can show the sentence that proves the promise."

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

"Find the line that holds the promise the ending keeps."

▶ Take two or three answers. Students underline welcomed him joyfully on the SHOW row.

ANSWER KEY: and she welcomed him joyfully, and said, if he would set her free from the spell that bound her, the kingdom should be his, if he would come back in a year and marry her.

CHECK FOR UNDERSTANDING

Ask a student who makes the promise to the prince.

COMMON MISCONCEPTION

Students may choose the line about the golden road. The question asks for the promise line, not the road.

POSSIBLE STUDENT QUESTION

Why is this the best sentence? Because it shows the promise that the ending keeps.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the promise. Keep the demand at this level.

RAISE THE THINKING

Ask what the princess promises the prince in this line.

TODAY'S THINKING JOB

OWN

"I can retell the whole plot line."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Own the whole plot line.

Write the whole plot line in four short sentences: rising action, climax, falling action, resolution. Use first, next, then, and last.

"and poured the Water of Life out of the cup, and took it for themselves, giving him bitter sea-water instead."

I CAN | I can write the rising action, climax, falling action, and resolution in order.



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Grade 5 · Cluster 8 · Plot · Thursday

TEKS 5.8(C) · Plot · 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 retell the whole plot line."

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

"Use first, next, then, and last so the plot line is easy to follow."

▶ Students write four sentences in order on the OWN row.

ANSWER KEY: Example: First the climax at the well, next the brothers' trick, then the return, last the wedding.

CHECK FOR UNDERSTANDING

Ask a student to read their four sentences while the class checks the order.

COMMON MISCONCEPTION

Students may stop at the king's recovery. The resolution is the wedding, the very last part.

POSSIBLE STUDENT QUESTION

Do the four parts have to be in order? Yes, rising action first, then climax, falling action, and resolution last.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the whole plot line in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student to point to the sentence where the story turns.

TODAY'S THINKING JOB

DEFEND

"I can explain how the climax leads to the resolution."

EXACT TEKS WORDING

"analyze plot elements, including rising action, climax, falling action, and resolution"

Defend the connection.

How does the climax lead to the resolution? Explain the connection between the turning point and the ending.

"Now when the full year was come round, the third brother left the forest in which he had lain hid for fear of his father's anger, and set out in search of his betrothed bride."

I CAN | I can defend the connection between the turning point and the ending.



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Grade 5 · Cluster 8 · Plot · Friday

TEKS 5.8(C) · Plot · 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 explain how the climax leads to the resolution."

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

"Explain the chain: the climax makes the resolution possible."

▶ Students write the chain and the word so or because on the DEFEND row.

ANSWER KEY: The climax wins the water, so he returns when the year is up and wins the princess at the wedding.

CHECK FOR UNDERSTANDING

Ask a student to prove who rides straight up the golden road.

COMMON MISCONCEPTION

Students may name the trap first. Start with how the climax and resolution connect, then name the trap.

POSSIBLE STUDENT QUESTION

What makes the climax lead to the resolution? The water he wins lets him return and claim his bride.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what would change if the prince had slept past twelve at the well.

Connect the climax to the ending.

Go back to the story. Write how the climax leads to the resolution. Copy the sentence that proves the ending.

Go back to the story.
Write how the climax leads to the resolution.
Copy the sentence that proves the ending.

I CAN | I can explain how the climax leads to the resolution and prove it with a sentence.

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Grade 5 · Cluster 8 · Plot



TEKS 5.8(C) · Plot · 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.

"Find the turning point first. Then read to the end and see what the climax makes possible."

▶ 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 prince wakes with minutes to spare, runs to the well, fills a cup with water, and hastens to get away in time. That rush for the water is the climax, the turning point of the whole plot.

CHOOSE A. He wins the water, so he can return and marry the princess. B is Wrong character: the eldest is trapped by the dwarf and never wins the water. C is Wrong plot element: the king's recovery is the falling action, not the ending.

SHOW and she welcomed him joyfully, and said, if he would set her free from the spell that bound her, the kingdom should be his, if he would come back in a year and marry her. This line proves the promise the ending keeps.

OWN Answers vary. Example: First, he wins the Water of Life at the climax. Next, his brothers pour it out of the cup and give him bitter sea-water instead. Then he returns for his bride. Last, he rides the golden road and marries the princess.

DEFEND Because the prince wins the Water of Life at the climax, he can set out in search of his betrothed bride when the full year was come round and win the princess. Naming the king's recovery as the end is the Wrong plot element trap.

YOUR TURN Answers vary. Example: The prince wins the Water of Life just in time, so he can return, ride the golden road, and marry the princess. Proof: and as he came to the gate it flew open, and the princess welcomed him with joy, and said he was her deliverer



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.

“Then he sprang from the couch dreadfully frightened, ran to the well, filled a cup that was standing by him full of water ... and as he came to the gate it flew open, and the princess welcomed him with joy, and said he was her deliverer”

Which sentence best explains how the climax leads to the resolution?

- A** The eldest prince gets the water and brings the wedding to the kingdom.
- B** The king drinks the stolen water and the whole story ends there.
- C** He wins the Water of Life at the castle, so he can return in a year, ride the golden road, and marry the princess.
- D** The golden road opens the iron door so the prince can reach the well.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Picking A because the eldest prince is a real character, without checking who actually gets the water.

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.

PLOT

The answer is C.

The eldest prince gets the water and brings the wedding to the kingdom.

- A** Another Place: Wrong character. The eldest prince is trapped by the dwarf and never gets the water; the youngest wins it.

The king drinks the stolen water and the whole story ends there.

- B** Pattern Mix-Up: Wrong plot element. The king's recovery is the falling action, and the wedding that follows is the resolution.

He wins the Water of Life at the castle, so he can return in a year, ride the golden road, and marry the princess. Correct.

- C** Correct. Getting the Water of Life at the castle is the turning point, so he can return in a year, ride the golden road, and marry the princess.

The golden road opens the iron door so the prince can reach the well.

- D** Another Place: Wrong part of the story. The iron wand opens the castle door in the rising action, and the golden road appears at the end.



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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.