

THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a lesson that fits the whole text in a full sentence.

A text can develop more than one theme, so I use evidence from the whole story.

THIS WEEK’S FOCUS

Theme

from “The Great Chocolate Chip Cookie Mystery”

The **topic** is what a text is about, such as **chocolate chip cookies**. A **theme** is a life lesson, such as **evidence helps people make better decisions**. STAAR asks: **Is the word in the title the topic or the theme of the story?** Trap this week: **Topic word, not theme**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

"I can notice a topic and a hint of a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice topic and theme.

Read the line. Is **chocolate chip cookies** a topic or a theme? Notice the words that hint at a bigger lesson.

"The famous 'accidental invention' story about the chocolate chip cookie may leave out important details."

I CAN | I can tell what the text is about and what lesson it may teach.



THEME

TODAY'S THINKING JOB

CHOOSE

“I can choose a theme instead of a topic word.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the theme.

STAAR asks: **Is the word in the title the topic or the theme of the story?** Which choice gives a theme?

“The important question is what you do next.”

A Evidence should guide what people believe • **B** Chocolate chip cookies • **C** The class had lunch

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



TODAY'S THINKING JOB

SHOW

“I can show how two details support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the theme with evidence.

Explain how the story supports this theme: **Evidence should guide what people believe.**

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

I CAN | I can connect the characters' actions and the ending to a lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write a theme for the whole story in a full sentence. Remember that a text can develop more than one theme.

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

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



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why a topic word is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote this theme: **Chocolate chip cookies are important.** Explain why it is a trap and name the trap.

"The cafeteria predicted that more students would choose fruit cups than actually did."

I CAN

I can defend a full-sentence theme with evidence and name the trap.



Find themes on your own.

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

Go back to the reading.

Write the **topic in one or two words.**

Write a theme in a full sentence. Copy one supporting line.

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

THEME

Answers, across the five thinking levels.

NOTICE **Chocolate chip cookies are the topic.** The words may leave out important details hint that stories should be checked.

CHOOSE **A.** Evidence should guide what people believe. B is Topic word, not theme. C is Too narrow, about one setting.

SHOW **The students compared several sources, and Lucia finally asked what the evidence showed.** These details support using evidence before believing a claim.

OWN **Answers vary.** Example: People make wiser choices when they check evidence before believing a story. Another theme is that interesting stories are not always accurate.

DEFEND **Topic word, not theme.** Chocolate chip cookies are the subject, but the story teaches readers to check evidence before believing claims.

YOUR TURN **Answers vary.** Topic: evidence and stories. Theme: People should check evidence before believing interesting claims. Line: Maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”

THEME

READ THIS PASSAGE EXCERPT.

“They compared several sources instead of stopping after the first one. ... The important question is what you do next. ... Gather evidence?”

Which statement best describes a theme of the story?

A People should check evidence before believing a claim.

B Chocolate chip cookies are a popular dessert.

C Students should solve mysteries at lunch.

D Every interesting story is accurate.



THEME

The answer is A.

A **People should check evidence before believing a claim. Correct.**
Correct. The students compare sources, check numbers, and ask what the evidence shows.

B **Chocolate chip cookies are a popular dessert.**
Topic word, not theme. Cookies are the subject, not the life lesson.

C **Students should solve mysteries at lunch.**
Too narrow. The mystery happens at lunch, but the lesson reaches beyond that event.

D **Every interesting story is accurate.**
Opposite. Lucia learns that an interesting version is not always the most accurate.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a lesson that fits the whole text.

A text can develop more than one theme, so I use evidence from the whole story.

THIS WEEK’S FOCUS

Theme

from “The Great Chocolate Chip Cookie Mystery”

The story follows characters who learn to question claims and gather proof. A theme is a life lesson, not a cafeteria event. STAAR asks: **What lesson does the main character learn by the end of the story?** Trap this week: **Setting or event, not theme.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

"I can notice what a character learns."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice the character's learning.

Read the line. What does Lucia learn about stories and evidence?

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

I CAN | I can notice a change that points to a theme.



TODAY'S THINKING JOB

CHOOSE

“I can choose a lesson instead of an event.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the lesson.

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

“The important question is what you do next.”

A The cafeteria served cookies on Friday. • **B** People should check interesting claims. • **C** Lucia learned about Ruth Wakefield

I CAN | I can choose a theme that explains the character's learning.



TODAY'S THINKING JOB

SHOW

“I can connect a character's change to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the lesson with evidence.

Explain how the ending shows that Lucia learned to question stories.

“People form possible explanations all the time.”

I CAN | I can use the ending and earlier evidence to explain a lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme from a character's learning.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write a theme for the whole story in a full sentence. Name a second theme the text develops.

“And maybe the smartest first question was not: ‘What do I believe?’”

I CAN | I can write a theme and show that more than one theme can fit.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject an event as a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote this theme: **The students ate cookies on Friday.** Explain why it is a trap and name the trap.

"Her recipe helped make the chocolate chip cookie a favorite across the country."

I CAN | I can explain why a setting or event does not state the lesson.



Find the lesson on your own.

Write what the main character learns in a full sentence. Then copy one line that supports the lesson.

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

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

THEME

Answers, across the five thinking levels.

NOTICE Lucia used to repeat an interesting story. The change hints that people should question claims before accepting them.

CHOOSE B. People should check interesting claims. A is Setting or event, not theme. C is Too narrow, about one part of the research.

SHOW Earlier Lucia repeats claims only after hearing them. At the end she questions stories that sound true because they are interesting. Her change supports the lesson to check evidence.

OWN Answers vary. Example: People should check evidence before accepting a claim. A second theme is that careful research can improve decisions.

DEFEND Setting or event, not theme. Eating cookies happens in the story, but the lesson is about checking evidence before believing claims.

YOUR TURN Answers vary. Theme: People should check evidence before believing interesting claims. Line: Maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”



THEME

READ THIS PASSAGE EXCERPT.

“The important question is what you do next. ... People form possible explanations all the time. ... Gather evidence?”

What lesson does the main character learn by the end of the story?

- A** People should believe stories that sound interesting.
- B** The cafeteria should serve cookies every Friday.
- C** Research can help people make better decisions.
- D** Interesting stories are always the best stories.



THEME

The answer is C.

- A** **People should believe stories that sound interesting.**
Opposite. Lucia learns that an interesting story can leave out important details.
- B** **The cafeteria should serve cookies every Friday.**
Setting or event, not theme. Cookies are part of the setting and plot, not the lesson.
- C** **Research can help people make better decisions. Correct.**
Correct. The students gather evidence, correct their ideas, and use a survey to improve the cookie order.
- D** **Interesting stories are always the best stories.**
Opposite. The ending says an interesting story may sound true without being accurate.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a lesson in a full sentence that fits the whole text.

A text can develop more than one theme, so readers should use several details.

THIS WEEK’S FOCUS

Theme

from “**The Fifth-Grade Cookie Commission**”

The Cookie Commission learns that good decisions require information, listening, and compromise. A theme is a global life lesson, not a topic word. STAAR asks: **Which sentence best states a theme of the story?** Trap this week: **Topic word, not theme.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice words that point to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice a theme hint.

Read the line. Which words point toward a bigger lesson about making choices?

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

I CAN | I can notice a lesson that reaches beyond the classroom vote.



TODAY'S THINKING JOB

CHOOSE

"I can choose a full-sentence theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the theme.

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

"Your job isn't to make everybody think alike."

A Dessert choices • **B** Fifth grade held a vote • **C** Strong decisions require listening and information.

I CAN | I can choose a global lesson and avoid a topic word.



TODAY'S THINKING JOB

SHOW

“I can connect several details to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the theme with evidence.

Explain how the Commission's actions support this theme: **Strong decisions require listening and information.**

“This time students could explain their reasoning.”

I CAN | I can explain how surveys and viewpoints build a lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write a theme for the whole story in a full sentence. Then name a second theme the text develops.

“‘We listened to people who disagreed with us,’ another student said.”

I CAN | I can write themes that fit the whole story, not one dessert.



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why a topic word is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote this theme: **Cookies and cupcakes are desserts.** Explain why it is a trap and name the trap.

"The students reviewed everything they had collected."

I CAN | I can defend a life lesson against a topic trap.



Find themes on your own.

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

Go back to the reading.

Write the **topic in one or two words.**

Write a **theme in a full sentence and copy one supporting line.**

I CAN | I can separate the topic from a theme and support my theme with evidence.

THEME

Answers, across the five thinking levels.

NOTICE The words **strongest choices** and **change their minds** hint that **good decisions require listening and evidence**.

CHOOSE C. Strong decisions require listening and information. A is Topic word, not theme. B is Too narrow, about one group.

SHOW The second survey lets students explain their reasoning, and the class considers cost, allergies, and different viewpoints. These details show why information and listening matter.

OWN **Answers vary.** Example: Strong decisions improve when people listen to different viewpoints and use information. A second theme is that compromise can include more people.

DEFEND **Topic word, not theme.** Desserts are the topic, but the story teaches that strong choices need listening and information.

YOUR TURN **Answers vary.** Topic: group decisions. Theme: Strong decisions require listening to different viewpoints and using information. Line: We listened to people who disagreed with us.



THEME

READ THIS PASSAGE EXCERPT.

“The first survey showed popularity. ... The second survey explained reasons. ... The students reviewed everything they had collected.”

Which sentence best states a theme of the story?

- A** Desserts can be different shapes and flavors.
- B** Strong decisions improve when people listen and use information.
- C** Students should choose cookies every Friday.
- D** The Cookie Commission met at school.



THEME

The answer is B.

- A Desserts can be different shapes and flavors.**
Topic word, not theme. Desserts are the subject, not the lesson about decisions.
- B Strong decisions improve when people listen and use information. Correct.**
Correct. The class uses surveys, listens to concerns, and makes a plan that includes different choices.
- C Students should choose cookies every Friday.**
Too narrow. The class does not choose cookies every Friday, and the lesson is broader than one dessert.
- D The Cookie Commission met at school.**
Setting or event, not theme. It tells where and what happened, not what the story teaches.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a lesson in a full sentence.

A detail supports a theme when it connects to the whole text, and a text can develop more than one theme.

THIS WEEK’S FOCUS

Theme

from “**The Fifth-Grade Cookie Commission**”

A theme in this story is that strong choices require information and listening. STAAR asks: **Which detail best supports the theme of the story?** Trap this week: **Generic moral that fits many stories.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a detail that supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice theme evidence.

Read the line. What detail does it give about how the class should make a choice?

“We used the survey,” Tessa said.”

I CAN | I can connect a specific detail to a theme about decisions.



TODAY'S THINKING JOB

CHOOSE

“I can choose the detail that best supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the supporting detail.

STAAR asks: Which detail best supports the theme that strong decisions require information and listening?

“We listened to people who disagreed with us,’ another student said.”

A The class listened to people who disagreed. • **B** The classroom had campaign posters. • **C** Jordan liked oatmeal cookies

I CAN | I can match a text detail to the exact theme it supports.



TODAY'S THINKING JOB

SHOW

“I can explain why a detail supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show why the detail fits.

Explain why the class listening to disagreement is strong evidence for the theme.

“The answers were much more useful.”

I CAN | I can connect a precise line to a lesson and the whole text.



TODAY'S THINKING JOB

OWN

“I can state a theme and match evidence to it.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme and evidence.

Write a theme for the whole story and name one detail that supports it. Add a second theme if you can.

“And we couldn't just choose based on what we personally wanted.”

I CAN | I can support a theme with a detail from the whole story.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a generic moral that the text does not support."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student says the best theme is **People should always be nice**. Explain why it is a trap and name the trap.

"Your job isn't to make everybody think alike."

I CAN | I can explain why a true-sounding moral is not the best theme here.



Find evidence on your own.

Write a theme for the whole story. Then copy two details and explain how each supports the theme.

Go back to the reading.
Write a theme in a full sentence.
Copy two details and explain how they support it.

I CAN | I can choose text evidence that directly supports a theme.

THEME

Answers, across the five thinking levels.

NOTICE The survey is specific evidence. It supports the theme that people should use information rather than only personal wants.

CHOOSE A. The class listened to people who disagreed. B is Too narrow, about one classroom detail. C is Not in the text as a theme-supporting idea.

SHOW The line shows that the class gathered reasons instead of relying only on votes. That action connects directly to making a reasonable, informed recommendation.

OWN Answers vary. Example: Good decisions require listening to different viewpoints and using information. Detail: The class listened to people who disagreed with us. A second theme is that compromise can help include more people.

DEFEND Generic moral that fits many stories. Being nice may be good, but this story specifically teaches readers to use information, listen, and make reasonable choices.

YOUR TURN Answers vary. Theme: Strong decisions require information and listening. Details: We used the survey. We listened to people who disagreed with us.

THEME

READ THIS PASSAGE EXCERPT.

“We used the survey,’ Tessa said. ... We listened to people who disagreed with us,’ another student said.”

Which detail best supports the theme that strong decisions require information and listening?

A The students made campaign posters.

B Jordan stared at his oatmeal cookie.

C Trevor carried a banana sign.

D The class listened to people who disagreed.



THEME

The answer is D.

A The students made campaign posters.

Too narrow. Posters are one early activity and do not show the main decision-making lesson.

B Jordan stared at his oatmeal cookie.

Setting or event, not theme. This is a small event, not evidence about how the group decided.

C Trevor carried a banana sign.

Topic-adjacent statement as message. The sign shows one viewpoint, but it does not by itself show the class listening.

D The class listened to people who disagreed. Correct.

Correct. This detail directly shows the class listening to different viewpoints before making its informed plan.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, so I use evidence from the whole story.

THIS WEEK’S FOCUS

Theme

from “The Ocean Lesson”

A character may face a problem, but the **theme** is the life lesson about that problem. In this story, animals face danger as they try to survive. STAAR asks: **What problem does the main character face, and what does it teach?** A text can develop more than one theme. Trap this week: **Setting or event, not theme.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a problem and the lesson it suggests.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the problem and lesson.

Read the line. What problem are the turtles facing, and what bigger lesson does it hint at?

“Even though birds circled above and the sand was uneven, most continued toward the water.”

I CAN | I can connect a character's problem to a theme about facing challenges.



TODAY'S THINKING JOB

CHOOSE

“I can choose the theme part of a problem and lesson question.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the lesson.

STAAR asks: **What problem does the main character face, and what does it teach?** Choose the theme part of the answer.

“The turtles moved slowly but with determination.”

A The turtles are on a beach near the ocean. • **B** Steady effort can help living things face difficult challenges. • **C** The turtles move slowly.

I CAN | I can separate a global lesson from a setting or event.



TODAY'S THINKING JOB

SHOW

"I can use evidence to explain a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Show what the problem teaches.

Explain how the turtles' problem supports the theme that steady effort can help living things face challenges.

"Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment."

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



TODAY'S THINKING JOB

OWN

“I can write a theme about a problem and its lesson.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the lesson.

Write a theme for the whole story in a full sentence. Name a second theme if the text supports one.

“Both types of behavior helped animals survive in their environments, even though they developed in different ways.”

I CAN | I can write a theme that fits both animal examples, not just one event.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a setting or event that is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student says the theme is **The story happens on a beach**. Explain why that answer is a trap.

"The guide smiled and said, 'Slow and steady wins the race.'"

I CAN | I can defend a global lesson with evidence from the whole text.



Find the theme on your own.

Write the problem in one sentence. Then write a theme in a full sentence and copy one line that supports it.

Go back to the reading.

Write the **problem in one sentence.**

Write a **theme in a full sentence and copy one supporting line.**

I CAN | I can connect a character's problem, a global theme, and text evidence.

THEME

Answers, across the five thinking levels.

NOTICE The turtles face danger and difficult ground. Their continued movement hints that steady effort can help living things face challenges.

CHOOSE B. Steady effort can help living things face difficult challenges. A is Setting or event, not theme. C is also a small event, not a global lesson.

SHOW The turtles face danger on the sand, but their instinct guides them forward. Their response shows that using a helpful ability and continuing can improve a chance of survival.

OWN Answers vary. Example: Different challenges may require different ways of solving problems. A second theme is that instinct and learning can both help living things survive.

DEFEND Setting or event, not theme. The beach is where one event happens. The text teaches that different behaviors can help living things meet challenges.

YOUR TURN Answers vary. Problem: Animals must survive challenging environments. Theme: Different challenges may require different ways of solving problems. Line: Both types of behavior helped animals survive in their environments, even though they developed in different ways.

THEME

READ THIS PASSAGE EXCERPT.

“Even though birds circled above and the sand was uneven, most continued toward the water. ... Both types of behavior helped animals survive in their environments, even though they developed in different ways.”

Which statement best describes a theme of the story?

- A** Different challenges may require different ways of solving problems.
- B** The story takes place near an ocean beach.
- C** Sea turtles and orcas are interesting animals.
- D** Every animal must solve problems in exactly the same way.



THEME

The answer is A.

A Different challenges may require different ways of solving problems. Correct.

Correct. Turtles use instinct, while orcas use learned teamwork to survive.

B The story takes place near an ocean beach.

Setting or event, not theme. The beach is one place in the story, not a life lesson.

C Sea turtles and orcas are interesting animals.

Topic word, not theme. Animals are the topic, but this is not a lesson.

D Every animal must solve problems in exactly the same way.

Opposite. The story shows that animals can use different behaviors to survive.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, so I connect a character's actions to the whole text.

THIS WEEK'S FOCUS

Theme

from “The Ocean Lesson”

Nyla watches carefully and compares two animals. Her actions suggest themes about learning from evidence and understanding differences. STAAR asks: **What theme do the actions of the main character express?** A text can develop more than one theme. Trap this week: **One character's view, too narrow.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can connect a character's action to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the character's action.

Read the line. What does Nyla's careful attention help her understand?

“Nyla noticed how the orcas stayed close and moved as a team.”

I CAN | I can infer a lesson from what a character notices and learns.



TODAY'S THINKING JOB

CHOOSE

"I can choose a global theme from a character's actions."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the theme from Nyla's actions.

STAAR asks: **What theme do the actions of the main character express?**

"Nyla thought about what she had seen."

A Nyla visits an aquarium later that day. • **B** Nyla thinks animals are interesting. • **C** Careful observation helps people understand challenges.

I CAN | I can avoid an answer that only describes one character's view.



TODAY'S THINKING JOB

SHOW

“I can explain how a character's actions support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how her actions express the theme.

Explain how Nyla's observing and comparing support the theme that careful observation can reveal different ways to meet challenges.

“As Nyla left the aquarium, she realized that survival could look different for different animals.”

I CAN | I can connect observing and comparing to a global lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme from a character's actions.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write a theme in your own words. Add a second theme if the whole text supports it.

“Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.”

I CAN | I can write a theme that reaches beyond one character's opinion.



TODAY'S THINKING JOB

DEFEND

"I can reject a theme that is too narrow for one character."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student says the theme is **Nyla thinks orcas are amazing**. Explain why it is a trap.

"The trainer explained that young orcas spend a long time watching and practicing."

I CAN | I can defend a theme that fits the whole text.



Find the theme on your own.

Write one action Nyla takes. Then write a theme in a full sentence and copy one line that supports it.

Go back to the reading.
Write one action Nyla takes.
Write a theme and copy one supporting line.

I CAN | I can connect a character's action to a whole-text theme and evidence.

THEME

Answers, across the five thinking levels.

NOTICE Nyla notices teamwork instead of looking only at one animal. Her action hints that careful observation can reveal how living things meet challenges.

CHOOSE C. Careful observation helps people understand challenges.

SHOW Nyla watches turtles and orcas, then compares their behaviors. Her actions help her realize that different living things can meet challenges in different ways.

OWN Answers vary. Example: Careful observation can help people understand different ways of meeting challenges. A second theme is that instinct and learning can both help living things survive.

DEFEND One character's view, too narrow. The sentence shows Nyla's thought, but the text develops a broader lesson about different behaviors helping animals survive.

YOUR TURN Answers vary. Action: Nyla compares the turtles and orcas. Theme: Careful observation helps people understand challenges. Line: Nyla realized that survival could look different for different animals.



THEME

READ THIS PASSAGE EXCERPT.

“Nyla noticed how the orcas stayed close and moved as a team. ... Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.”

Which statement best describes a theme of the story?

A Nyla enjoys visiting an aquarium.

B Orcas swim in coordinated patterns.

C Careful observation can help people understand different ways of meeting challenges.

D People should always copy what animals do.



THEME

The answer is C.

- A Nyla enjoys visiting an aquarium.**
One character's view, too narrow. Nyla's experience is not the whole lesson.
- B Orcas swim in coordinated patterns.**
Topic word, not theme. This is a detail about the animals, not a life lesson.
- C Careful observation can help people understand different ways of meeting challenges. Correct.**
Correct. Nyla observes and compares the turtles and orcas to understand survival.
- D People should always copy what animals do.**
Not in the text. The story explains animal behavior, but it does not give people that rule.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, and each theme needs support from the whole text.

THIS WEEK’S FOCUS

Theme

from “The Ocean Lesson”

This story develops more than one theme as it compares turtle instinct with orca learning. STAAR asks: **Which two themes are both developed in the story?** I will use evidence from both examples. Trap this week: **Life lesson not supported by this text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice more than one theme in a text.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice two possible lessons.

Read the line. What two ideas about survival does the comparison point toward?

“The turtles relied on instinct to act quickly without guidance.”

I CAN | I can identify lessons that are both developed by the comparison.



TODAY'S THINKING JOB

CHOOSE

“I can choose two themes supported by the whole text.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose both developed themes.

STAAR asks: **Which two themes are both developed in the story?**

“Their success depends on learning and cooperation.”

A The story is about beaches and ocean animals. • **B** Instinct and learning help animals survive. • **C** People must study every animal before making any choice.

I CAN | I can check that both lessons have evidence in the turtle and orca examples.



TODAY'S THINKING JOB

SHOW

“I can support more than one theme with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show evidence for both themes.

Explain how one turtle detail and one orca detail support the two themes in choice B.

“The more it practices, the better it becomes at using the skills that help the pod survive.”

I CAN | I can match evidence from different examples to different life lessons.



TODAY'S THINKING JOB

OWN

“I can state two themes and support each one.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the two themes.

Write two themes the story develops. Under each one, name a supporting detail.

“Both are important because both increase an animal’s chances of survival.”

I CAN | I can keep two related themes separate and prove both with evidence.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a life lesson the text does not support."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against unsupported lessons.

A student says one theme is **People should always work alone**. Explain why it is a trap.

"They seemed to communicate through their movements."

I CAN | I can test each theme against evidence from the whole story.



Find two themes on your own.

Write two themes in full sentences. Copy one line that supports each theme.

Go back to the reading.
Write two themes in full sentences.
Copy one supporting line for each theme.

I CAN | I can identify more than one theme and support each with text evidence.

THEME

Answers, across the five thinking levels.

NOTICE The line supports a theme about instinct helping an animal act quickly. Along with the orca evidence, it also supports the broader idea that living things use different behaviors to survive.

CHOOSE B. Instinct and learning help animals survive.

SHOW The orca's practice supports learning as a survival skill. The turtle's instinct guiding it toward the ocean supports the other theme about acting without instruction.

OWN Example one: Instinct can help an animal act quickly. Detail: Turtles move toward the ocean without being taught. Example two: Learning and cooperation help animals survive. Detail: Young orcas observe and practice.

DEFEND Life lesson not supported by this text. The orcas depend on cooperation, so the story does not teach that people should always work alone.

YOUR TURN Answers vary. Theme one: Instinct can help an animal act quickly in danger. Theme two: Learning and cooperation can help animals survive complex challenges. Evidence may come from the turtle and orca sections.

THEME

READ THIS PASSAGE EXCERPT.

“The turtles relied on instinct to act quickly without guidance. ... The orcas relied on learning and teamwork over time.”

Which statement best describes a theme of the story?

A The aquarium has many ocean animals.

B Animals use different behaviors to survive challenges.

C Nyla learns about turtles in the morning.

D All living things should survive in exactly the same way.



THEME

The answer is B.

- A** **The aquarium has many ocean animals.**
Life lesson not supported by this text. This detail is not a global theme.
- B** **Animals use different behaviors to survive challenges. Correct.**
Correct. Turtles use instinct, while orcas use learning and teamwork to survive.
- C** **Nyla learns about turtles in the morning.**
Setting or event, not theme. It describes one event instead of a life lesson.
- D** **All living things should survive in exactly the same way.**
Opposite. The story shows different behaviors can help different animals.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, and strong answers connect a theme to exact evidence.

THIS WEEK’S FOCUS

Theme

from “The Ocean Lesson”

A theme must be supported by evidence from the full text. This story compares instinct with learned teamwork, so it can develop more than one theme.

STAAR asks: **Short response: What is a theme of the story? Support it with evidence.** Trap this week: **Generic moral that fits many stories.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice evidence that supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice theme evidence.

Read the line. What lesson does it support about how animals survive?

“Instinct helped them respond at the right time.”

I CAN | I can connect a precise line to a lesson about survival.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme that matches evidence from the whole story.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the text-supported theme.

Short response stem: **What is a theme of the story? Support it with evidence.** Choose a theme that the whole text supports.

“Working as a team helps them be more successful.”

A Living things can use different behaviors to meet challenges. • **B** Everyone should always be kind to every animal. • **C** The orcas live in a pod.

I CAN | I can avoid a generic moral and choose a lesson tied to this text.



TODAY'S THINKING JOB

SHOW

“I can explain how evidence supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the evidence connection.

Explain how the turtle and orca details support the theme that living things can use different behaviors to meet challenges.

“The orcas survived by gaining knowledge from their pod.”

I CAN | I can connect two specific examples to one whole-text lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme and support it with exact evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the supported theme.

Write a theme for the whole story and support it with two details. Add a second theme if you can.

“Instinct helps an animal act right away, while learning helps an animal improve over time.”

I CAN

I can write a global lesson and prove it with details from the full text.



THEME

TODAY'S THINKING JOB

DEFEND

“I can reject a generic moral that lacks text support.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Defend against the generic moral.

A student says the theme is **Always do your best**. Explain why it is a trap.

“The more it watches and practices, the better it becomes at using the skills that help the pod survive.”

I CAN | I can defend a theme by matching it to specific evidence.



Write the response on your own.

Answer the short response question. State a theme, copy two details, and explain how each supports it.

Answer the question.
State a theme in a full sentence.
Copy two details and explain how they support it.

I CAN | I can answer a theme question with a claim and text evidence.

THEME

Answers, across the five thinking levels.

NOTICE The line supports the theme that behaviors present from birth can help an animal respond to danger. It is specific evidence from this story.

CHOOSE A. Living things can use different behaviors to meet challenges.

SHOW The turtles use instinct to move toward the ocean, while the orcas gain knowledge from their pod. Together, the details show different behaviors helping animals meet challenges.

OWN Example: Living things can use different behaviors to meet challenges. Evidence: turtles use instinct; young orcas learn by observing and practicing. A second theme is that both instinct and learning can support survival.

DEFEND Generic moral that fits many stories. The text gives a more specific lesson about instinct, learning, teamwork, and survival.

YOUR TURN Answers vary. Theme: Living things can use different behaviors to meet challenges. Evidence: Turtle hatchlings move toward the ocean by instinct. Young orcas learn by observing and practicing. These details show two ways animals survive.

THEME

READ THIS PASSAGE EXCERPT.

“Instinct helps an animal act right away, while learning helps an animal improve over time. ... Both are important because both increase an animal’s chances of survival.”

Which statement best describes a theme of the story?

A Animals need to live near the ocean.

B Always do your best in every situation.

C Orcas are stronger than turtles.

D Living things can use different behaviors to meet challenges.



THEME

The answer is D.

- A** **Animals need to live near the ocean.**
Setting or event, not theme. The ocean is part of the setting, not the lesson.
- B** **Always do your best in every situation.**
Generic moral that fits many stories. The text supports a more specific lesson about survival behaviors.
- C** **Orcas are stronger than turtles.**
Topic-adjacent statement as message. A comparison of animals is not the story's life lesson.
- D** **Living things can use different behaviors to meet challenges. Correct.**
Correct. The text contrasts turtle instinct with orca learning and teamwork.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a story is about.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, so I use evidence from the whole text.

THIS WEEK’S FOCUS

Theme

from “The Ocean Lesson”

The topic of this story is animal behavior, but a **theme** is the lesson about that topic. The turtles and orcas show that living things can use different behaviors to survive. STAAR asks: **What does the author want readers to learn from the story?** Trap this week: **Topic word, not theme.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

"I can notice when a topic word points to a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice the lesson in the details.

Read the line. Is **instinct** the theme, or is it a topic word that points to a bigger lesson?

"Instinct helped them respond at the right time."

I CAN | I can look past a topic word and find the lesson it supports.



TODAY'S THINKING JOB

CHOOSE

“I can choose the lesson the whole story teaches.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the author's lesson.

STAAR asks: **What does the author want readers to learn from the story?** Choose the theme, not a topic word.

“Both types of behavior helped animals survive in their environments, even though they developed in different ways.”

A Animal behavior • **B** The ocean and the beach • **C** Animals can use different behaviors to meet challenges

I CAN | I can choose a theme instead of a topic word.



TODAY'S THINKING JOB

SHOW

“I can connect evidence from the story to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how both examples support the theme.

Explain how the turtle and orca details support the theme that animals can use different behaviors to meet challenges.

“The turtles relied on instinct to act quickly without guidance.”

I CAN | I can use evidence from both animal examples to explain a theme.



TODAY'S THINKING JOB

OWN

“I can write a theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write a theme for the whole story in a full sentence. Add a second theme if the text supports one.

“Instinct helps an animal act right away, while learning helps an animal improve over time.”

I CAN | I can write a global lesson that fits every major part of the story.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a topic trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the topic trap.

A student writes this answer: **Instinct and learned behavior**. Explain why it is a trap and name the trap.

"Some behaviors are present from birth, like turtle hatchlings moving toward the sea."

I CAN | I can explain why a topic word or phrase is not a complete theme.



Find the theme on your own.

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

Go back to the reading.

Write the **topic in one or two words.**

Write a **theme in a full sentence and copy one supporting line.**

I CAN | I can tell a topic from a theme and support my theme with text evidence.

THEME

Answers, across the five thinking levels.

NOTICE **Instinct is a topic word.** The line points to the theme that a behavior can help an animal meet danger at the right time.

CHOOSE C. Animals can use different behaviors to meet challenges.

SHOW **The turtles use instinct to act quickly, while the orcas learn by watching and practicing with their pod.** These different behaviors help both animals survive challenges.

OWN **Answers vary.** Example: Living things can meet challenges by using behaviors they are born with or learn over time. A second theme is that practice and cooperation can help animals survive.

DEFEND **Topic word, not theme.** Instinct and learned behavior name ideas in the story, but they do not state the lesson about how living things meet challenges.

YOUR TURN **Answers vary.** Topic: animal behavior. Theme: Living things can meet challenges through instinct or learned behavior. Line: Both types of behavior helped animals survive in their environments, even though they developed in different ways.

THEME

READ THIS PASSAGE EXCERPT.

“Both types of behavior helped animals survive in their environments, even though they developed in different ways. ... Both are important because both increase an animal’s chances of survival.”

Which statement best describes a theme of the story?

- A** Animals can use different behaviors to meet challenges
- B** Instinct is a behavior animals are born with
- C** The story takes place near the ocean
- D** Every animal must learn from an older animal



THEME

The answer is A.

- A** **Animals can use different behaviors to meet challenges** **Correct.**
Correct. The turtles use instinct, while the orcas use learning and teamwork to survive.
- B** **Instinct is a behavior animals are born with**
Topic word, not theme. This is a fact about one topic in the story, not the larger lesson.
- C** **The story takes place near the ocean**
Setting or event, not theme. The ocean is where the examples happen, not the life lesson.
- D** **Every animal must learn from an older animal**
Opposite. The turtles survive with instinct and do not need to learn from an older animal.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A fact is information the text tells me.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, and evidence helps me tell a fact from a message.

THIS WEEK’S FOCUS

Theme

from “The Great Chocolate Chip Cookie Mystery”

This mystery includes facts about cookies, but its **theme** is a lesson readers can use beyond the story. The class learns to check evidence before believing an exciting claim. STAAR asks: **How is the theme of the story different from a fact the reader learns?** Trap this week: **Topic-adjacent statement as message.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

“I can notice evidence that points to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice fact versus theme.

Read the line. Is it a fact the reader learns, or does it point to a bigger theme about making decisions?

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

I CAN | I can tell a fact from the lesson the whole story teaches.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme instead of a fact.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the life lesson.

STAAR asks: **How is the theme of the story different from a fact the reader learns?** Choose the message, not a fact about cookies.

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

A Checking evidence can help people make better decisions • **B** Ruth Wakefield ran the Toll House Inn • **C** Chocolate chip cookies became popular across the country

I CAN | I can separate a global lesson from topic facts.



TODAY'S THINKING JOB

SHOW

“I can explain how facts support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how facts build the theme.

Explain how the class's research and cafeteria chart support the theme that checking evidence can improve decisions.

“The important question is what you do next.”

I CAN | I can connect evidence from both mysteries to one life lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme and connect it to a fact.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the message.

Write a theme for the whole story in a full sentence. Include one fact that supports it and explain the connection.

**“And maybe the smartest first question was not: ‘What do I believe?’
Maybe it was: ‘What does the evidence show?’”**

I CAN | I can write a global lesson instead of repeating a fact.



TODAY'S THINKING JOB

DEFEND

“I can reject a topic-adjacent statement used as a message.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Defend against the fact trap.

A student says the theme is **Ruth Wakefield ran the Toll House Inn**. Explain why it is a trap and name the trap.

“The famous ‘accidental invention’ story about the chocolate chip cookie may leave out important details.”

I CAN | I can explain why a true fact is not automatically a theme.



Write the theme on your own.

Answer the question. State a theme, copy one fact from the story, and explain how the fact supports the theme.

Answer the question.
State a theme in a full sentence.
Copy one fact and explain how it supports the theme.

I CAN | I can tell a fact from a theme and connect the fact to the message.

THEME

Answers, across the five thinking levels.

NOTICE This is an action from the story. It points to the theme that checking several sources can lead to better understanding.

CHOOSE A. Checking evidence can help people make better decisions.

SHOW The students compare sources to question the cookie invention story, and they study the cafeteria chart to understand the shortage. Both investigations show that evidence can improve decisions.

OWN Answers vary. Example: People make stronger decisions when they check evidence instead of trusting the first story they hear. Fact: The students compared several sources and studied the cafeteria chart.

DEFEND Topic-adjacent statement as message. The statement is a fact about the cookie story, but it does not give the lesson that evidence should guide decisions.

YOUR TURN Answers vary. Theme: Checking evidence before deciding can lead to better choices. Fact: They compared several sources instead of stopping after the first one. This shows the students checked evidence before accepting a story.

THEME

READ THIS PASSAGE EXCERPT.

“They compared several sources instead of stopping after the first one. ... The important question is what you do next.”

Which statement best describes a theme of the story?

- A** The chocolate chip cookie was connected to Ruth Wakefield
- B** The cafeteria prepared 180 desserts
- C** Chocolate chip cookies became popular across the country
- D** Checking evidence can help people make better decisions



THEME

The answer is D.

- A The chocolate chip cookie was connected to Ruth Wakefield**
Topic-adjacent statement as message. This is a fact about the cookie, not a life lesson.
- B The cafeteria prepared 180 desserts**
Fact from the text, not theme. The number helps explain the mystery but is not the message.
- C Chocolate chip cookies became popular across the country**
Topic-adjacent statement as message. This fact does not state what readers should learn.
- D Checking evidence can help people make better decisions **Correct.****
Correct. The students compare sources and use cafeteria data before reaching better conclusions.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A character's change can reveal a theme.

A theme is a life lesson in a full sentence.

A text can develop more than one theme, and the lesson should fit the whole group of events.

THIS WEEK'S FOCUS

Theme

from “The Fifth-Grade Cookie Commission”

Jordan begins by wanting his favorite dessert to win, but the class learns to listen, investigate, and change its plan. The character change supports a theme about fair decisions. STAAR asks: **How does the main character change, and what theme does that show?** Trap this week: **One character's view, too narrow.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a character change that points to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the character's change.

Read the line. What change does it show, and what lesson might that change support?

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

I CAN | I can connect what a character learns to a whole-text lesson.



TODAY'S THINKING JOB

CHOOSE

“I can connect a character's change to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the theme shown by the change.

STAAR asks: **How does the main character change, and what theme does that show?** Choose the theme supported by Jordan's change.

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

A Jordan wants chocolate chip cookies • **B** Good decisions improve when people listen and use information • **C** The class has a dessert meeting

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



TODAY'S THINKING JOB

SHOW

“I can explain how a character change supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how Jordan changes.

Explain how Jordan's change from wanting cookies to accepting a shared plan supports the theme that good decisions use information and different viewpoints.

“We used the survey,” Tessa said.”

I CAN | I can connect Jordan's change to the class's evidence and viewpoints.



TODAY'S THINKING JOB

OWN

“I can write a theme from a character's change.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the lesson from the change.

Write a theme for the whole story. Explain how Jordan's change supports it, and name a second theme if the text supports one.

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

I CAN | I can write a global lesson and support it with the character's actions.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a theme that only states one character's view."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the narrow view.

A student says the theme is **Jordan should get cookies every Friday**. Explain why it is a trap and name the trap.

"The following month, the new system began."

I CAN | I can defend a theme that fits the whole decision process.



Write the theme on your own.

State a theme, explain how Jordan changes, and copy one line that supports your explanation.

State a theme.
Explain how Jordan changes.
Copy one line that supports your answer.

I CAN | I can connect a character's change to a whole-text theme with evidence.

THEME

Answers, across the five thinking levels.

NOTICE Jordan begins by insisting cookies should win, but he starts listening to other information. His change points to the theme that good decisions require more than one person's preference.

CHOOSE B. Good decisions improve when people listen and use information.

SHOW Jordan first wants cookies because they are popular, but he accepts a plan that includes surveys, costs, allergies, and different choices. His change shows that good decisions grow from information and listening.

OWN Answers vary. Example: Fair decisions improve when people listen and use evidence. Jordan changes from demanding cookies to accepting a plan that considers student needs. Another lesson is that having a voice means being heard.

DEFEND One character's view, too narrow. Jordan's favorite choice is only one opinion. The story shows the class considering evidence, costs, health needs, and different viewpoints.

YOUR TURN Answers vary. Theme: Fair decisions improve when people listen and use evidence. Jordan changes from wanting cookies to accepting a plan that considers many students. Line: We listened to people who disagreed with us.

THEME

READ THIS PASSAGE EXCERPT.

“Jordan finally answered. ‘It meant everybody had a chance to be heard before we made the decision.’ ... The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.”

Which statement best describes a theme of the story?

- A** Jordan likes cookies more than bananas
- B** Good decisions improve when people listen and use information
- C** The class should choose the most popular dessert
- D** Dessert choices can cause disagreements



THEME

The answer is B.

- A** **Jordan likes cookies more than bananas**
One character's view, too narrow. Jordan's preference is only one part of the class's larger lesson.
- B** **Good decisions improve when people listen and use information **Correct.****
Correct. The class uses surveys, costs, health needs, and different viewpoints before deciding.
- C** **The class should choose the most popular dessert**
Opposite. The class learns that the most popular choice does not meet every student's needs.
- D** **Dessert choices can cause disagreements**
Topic word, not theme. This describes a situation in the story without stating the lesson.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a life lesson in a full sentence.

Two texts can develop a shared theme even when their topics are different.

Strong comparisons use evidence from both texts.

THIS WEEK’S FOCUS

Theme

from “**The Great Chocolate Chip Cookie Mystery and The Ocean Lesson**”

The cookie mystery and The Ocean Lesson have different topics, but both show learning through evidence or experience. A **theme** they share is that learning can help living things meet challenges.

STAAR asks: **What theme do both stories share?**

Trap this week: **Plausible life lesson, unsupported.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a theme that may connect two texts.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the shared lesson.

Read the line. What lesson does it support, and which text does it connect to?

“Both are important because both increase an animal’s chances of survival.”

I CAN | I can find a lesson that reaches beyond one text's topic.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme shared by two texts.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the shared theme.

STAAR asks: **What theme do both stories share?** Choose the lesson supported by evidence from both texts.

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

A People should always visit the ocean • **B** Cookies are the best dessert • **C** Learning from experience helps living things meet challenges

I CAN | I can compare evidence before choosing a shared lesson.



TODAY'S THINKING JOB

SHOW

“I can explain a shared theme with evidence from two texts.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the connection across texts.

Explain how one detail from each text supports the shared theme that learning from evidence or experience can help living things meet challenges.

“Their learned behaviors helped them hunt in groups and respond to different situations in the ocean.”

I CAN | I can connect different text details to one common lesson.



TODAY'S THINKING JOB

OWN

“I can write a shared theme and support it with two texts.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the shared theme.

Write a theme both texts share. Support it with one detail from each text and explain the connection.

“The orcas survived by gaining knowledge from their pod.”

I CAN | I can compare two texts and explain how both develop one lesson.



TODAY'S THINKING JOB

DEFEND

"I can reject a plausible lesson that both texts do not support."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against an unsupported lesson.

A student says both stories share this theme: **People should always choose the most popular option.** Explain why it is a trap and name the trap.

"The more it watches and practices, the better it becomes at using the skills that help the pod survive."

I CAN | I can defend a shared theme with evidence from both texts.



Compare the texts on your own.

State a theme both texts share. Copy one detail from each text and explain how the details connect to the theme.

State a shared theme.

Copy one detail from each text.

Explain how both details support the same lesson.

I CAN | I can compare two texts and support a shared theme with evidence.

THEME

Answers, across the five thinking levels.

NOTICE This line supports a lesson about learning or behavior helping living things meet challenges. The cookie story shows people learning from evidence, and the ocean story shows animals learning or using instinct.

CHOOSE C. Learning from experience helps living things meet challenges.

SHOW The cookie students compare sources before deciding. The orcas learn through practice, while turtles use instinct to survive. Both texts show learning or experience helping living things meet challenges.

OWN Answers vary. Example: Learning from experience can help living things meet challenges. Cookie students compare sources; orcas learn by watching and practicing. Both examples show learning helping them respond successfully.

DEFEND Plausible life lesson, unsupported. The cookie story shows that popularity alone is not enough, and The Ocean Lesson is about animal survival behaviors, not choosing the most popular option.

YOUR TURN Answers vary. Shared theme: Learning from evidence or experience can help living things meet challenges. Cookie detail: They compared several sources. Ocean detail: Young orcas observe older members and practice. Both show learning helping them respond to challenges.

THEME

READ THIS PASSAGE EXCERPT.

“The more it watches and practices, the better it becomes at using the skills that help the pod survive. ... Maybe it was: ‘What does the evidence show?’”

Which statement best describes a theme shared by both texts?

- A** Learning from evidence or experience can help living things meet challenges
- B** Popular choices are always the best choices
- C** Animals and students should never change their minds
- D** The ocean is an important place to study



THEME

The answer is A.

- A** **Learning from evidence or experience can help living things meet challenges** **Correct.**
Correct. The cookie students learn from evidence, and the animals use instinct or learned behavior to survive.
- B** **Popular choices are always the best choices**
Plausible life lesson, unsupported. The cookie class learns popularity alone is not enough, and the ocean text does not teach this.
- C** **Animals and students should never change their minds**
Opposite. The cookie students revise ideas, and the ocean examples show behavior developing through experience.
- D** **The ocean is an important place to study**
Topic word, not theme. The ocean is important in one text, but this does not express a shared life lesson.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a life lesson the poem teaches in a full sentence.

A poem can develop more than one theme, so I use several lines as evidence.

THIS WEEK’S FOCUS

Theme

from “Our Rights, Our Voices”

This poem explains rights and why they matter. A **theme** is a life lesson, not just a topic word. The poem can develop more than one theme. STAAR asks: **What theme does the poet express in the poem?** Trap this week: **Topic word, not theme.**

This deck teaches **find themes in a poem with evidence** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a possible theme in a poem.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the poem's lesson.

The STAAR question asks: **What theme does the poet express in the poem?** Read the line. What topic does it name, and what larger lesson does it hint at?

“They wrote down rights to make things fair,”

I CAN | I can look past a topic word to notice a life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that fits a whole poem."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the poem's theme.

STAAR asks: **What theme does the poet express in the poem?** Choose the statement that fits the whole poem.

"These rights protect us every day,"

A Fair rules can protect people's freedoms • **B** Rights and amendments • **C** People should memorize every law

I CAN | I can choose a life lesson instead of a topic word.



TODAY'S THINKING JOB

SHOW

“I can show how poem lines support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the theme with poem evidence.

Explain how two lines support the theme that fair rules can protect people's freedoms. Use the poem as evidence.

“So people's freedoms would be there.”

I CAN | I can connect more than one line to a poem's life lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Write the poem's lesson.

Write one theme for the whole poem in a full sentence. The poem may develop more than one theme, but your theme must fit all the rights it describes.

“The Ninth reminds us rights still exist,”

I CAN | I can write a global lesson that fits the poem from beginning to end.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend a theme and name a trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the topic trap.

A student wrote: **freedom**. Explain why it is a trap and name the trap.

"And help guide laws in every way."

I CAN | I can explain why a topic word does not answer a theme question.



Find the poem's themes on your own.

Write the topic in one or two words. Then write one theme in a full sentence and copy one line that supports it. Add a second theme if you can.

Read the poem again.

Write the topic in one or two words.

Write a theme in a full sentence and copy one supporting line.

Try to name a second theme.

I CAN | I can tell the topic from themes and support a theme with a poem line.

THEME

Answers, across the five thinking levels.

NOTICE The topic is rights. The words make things fair hint at a theme: fair rules can protect people's freedoms.

CHOOSE A. Fair rules can protect people's freedoms. B is the topic, and C is not supported by the poem.

SHOW The poem says rights make things fair and that freedoms will be protected. Later, it says the rights protect us every day. Together, those lines support the theme.

OWN Answers vary. Example: Fair laws can protect people's freedoms and rights over time.

DEFEND Topic word, not theme. Freedom is an important topic in the poem, but it does not state the lesson about freedom.

YOUR TURN Answers vary. Topic: rights. Theme: Fair laws can protect people's freedoms. Line: These rights protect us every day.



THEME

READ THIS PASSAGE EXCERPT.

“They wrote down rights to make things fair, So people's freedoms would be there. ... These rights protect us every day, And help guide laws in every way.”

Which statement best describes a theme of the poem?

A The poem lists amendments about rights.

B People should read laws every day.

C Fair rules can protect people's freedoms.

D The First Amendment is the most important.



THEME

The answer is C.

- A The poem lists amendments about rights.**
Topic word, not theme. This describes the subject and structure, not a life lesson.
- B People should read laws every day.**
Not in the text. The poem says rights protect us, but it does not give this instruction.
- C Fair rules can protect people's freedoms. Correct.**
Correct. The poem says rights make things fair, protect freedoms, and guide laws.
- D The First Amendment is the most important.**
Not in the text. The poem describes many rights but never ranks one as most important.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a poem discusses, in a word or two.

A theme is the lesson the whole poem develops.

A poem can develop several themes, and I explain how lines work together to build them.

THIS WEEK'S FOCUS

Theme

from “Our Rights, Our Voices”

This poem shows how rights protect people and continue to matter. A **theme** is a lesson supported by the whole poem. The poem can develop more than one theme. STAAR asks: **Which lines best support the theme of the poem?** Trap this week: **Word association from the lines.**

This deck teaches **connect lines that build a theme** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

"I can notice lines that build a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice connected evidence.

Read the line. What theme might it support? Notice that a useful line connects to the poem's message, not just to a word in the question.

"Together they help protect the whole."

I CAN | I can connect a poem line to a larger lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose lines that strongly support a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the best supporting lines.

STAAR asks: **Which lines best support the theme of the poem?** Choose the lines that show rights have a lasting purpose.

"These rights protect us every day,"

A The line about a jury listening in court • **B** The lines about rights protecting people every day • **C** The lines about the poem's list of amendments

I CAN | I can choose evidence for the message, not just evidence with a matching word.



TODAY'S THINKING JOB

SHOW

“I can explain how lines build a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how lines work together.

Explain how the line about laws guiding people and the line about respecting everyone's rights build the theme that fair laws protect people.

“They remind the government what it can do,”

I CAN | I can connect details from different parts of a poem to its message.



TODAY'S THINKING JOB

OWN

“I can write and support a theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the poem's theme.

Write a theme for the whole poem in a full sentence. Name one line that best supports your theme and explain why it is strong evidence.

“Helps us respect the rights of all.”

I CAN | I can write a theme and explain why a line supports it.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend evidence and name a trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against a line trap.

A student chose a line only because it contains the word **fair**. Explain why that is a trap and name the trap.

"The Eighth says punishments must be fair,"

I CAN | I can explain why matching a word is not enough to prove a theme.



Build the theme on your own.

Write the topic in one or two words. Write a theme in a full sentence. Then copy two lines and explain how they work together as evidence.

Read the poem again.

Write the topic.

Write a theme in a full sentence.

Copy two lines and explain how they work together.

I CAN | I can write a theme and explain how two lines support it.

THEME

Answers, across the five thinking levels.

NOTICE This line supports the theme that rights work together to protect people. The word protect points toward the poem's larger message.

CHOOSE B. The lines about rights protecting people every day. They state the lasting purpose directly; A is one example, and C names the poem's topic.

SHOW The poem says rights help guide laws, then says learning freedoms helps people respect everyone's rights. Together, the lines show that rights and laws can help communities act fairly.

OWN Answers vary. Example: Learning about rights can help people treat one another fairly and protect freedom.

DEFEND Word association from the lines. The word fair matches the theme, but the student must explain how the whole line supports the poem's message.

YOUR TURN Answers vary. Topic: rights. Theme: Learning about rights can help people protect freedom and treat others fairly. Lines: These rights protect us every day, / Helps us respect the rights of all.



THEME

READ THIS PASSAGE EXCERPT.

"Each amendment has an important role. Together they help protect the whole. ... These rights protect us every day, And help guide laws in every way."

Which lines best support the theme that rights can protect people and guide fair communities?

- A** "The First says you can speak your mind, / Practice religion of any kind,"
- B** "Each amendment has an important role. / Together they help protect the whole."
- C** "The Sixth gives you a trial that's fair, / With a jury there to listen and care,"
- D** "The Tenth says powers not written down / Belong to states and people around,"



THEME

The answer is B.

- A** **"The First says you can speak your mind, / Practice religion of any kind,"**
Word association from the lines. These lines name freedoms, but not the poem's broad message.
- B** **"Each amendment has an important role. / Together they help protect the whole." Correct.**
Correct. It says the amendments work together to protect people, directly supporting the broad theme.
- C** **"The Sixth gives you a trial that's fair, / With a jury there to listen and care,"**
Word association from the lines. A fair jury is one example, but it is narrower than the poem's broader message.
- D** **"The Tenth says powers not written down / Belong to states and people around,"**
Word association from the lines. This explains where powers belong, but it does not directly express protection and fair communities.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a lesson that fits the whole play, not one event or setting.

A play can develop more than one theme, so I use the characters' words and actions as evidence.

THIS WEEK'S FOCUS

Theme

from “A Voice of Their Own”

This play follows people asking questions about government and wanting a voice in decisions. A **theme** is a life lesson, not the setting or one event. The play can develop more than one theme. STAAR asks: **What is a theme of the play?** Trap this week: **Setting or event, not theme.**

This deck teaches **find themes in a drama** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

"I can notice a possible theme in a drama."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice the play's lesson.

STAAR asks: **What is a theme of the play?** Read the line. What event does it mention, and what bigger lesson might the play teach?

"People can be loyal and still hope for change."

I CAN | I can look past one event to notice a life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that fits a whole drama."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the play's theme.

STAAR asks: **What is a theme of the play?** Choose the statement that fits the whole play, not just its setting or one event.

"Some wonder why people far away decide what happens here."

A People in the colonies discussed government. • **B** The shop is in the colonies. • **C** People should have a voice in decisions that affect them

I CAN | I can choose a life lesson instead of a setting or event.



TODAY'S THINKING JOB

SHOW

“I can show how drama details support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the theme with drama evidence.

Explain how two moments in the play support the theme that people should have a voice in decisions that affect them.

“It gives people a chance to be heard.”

I CAN | I can connect characters' words and actions to a play's life lesson.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Write the play's lesson.

Write a theme for the whole play in a full sentence. Do not name only the colonies, the shop, or the question about laws.

**"It means people help choose representatives who speak for them
and make decisions closer to home."**

I CAN | I can write a global lesson that fits a drama from beginning to end.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend a theme and name a trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the setting trap.

A student wrote: **The play takes place in the colonies.** Explain why it is a trap and name the trap.

"In the colonies, most laws were made far away in Great Britain."

I CAN | I can explain why a setting or event does not answer a theme question.



Find the play's themes on your own.

Write the topic in one or two words. Then write one theme in a full sentence and copy one line that supports it. Add a second theme if you can.

Read the play again.

Write the topic in one or two words.

Write a theme in a full sentence and copy one supporting line.

Try to name a second theme.

I CAN | I can tell the topic from themes and support a theme with a line from the play.

THEME

Answers, across the five thinking levels.

NOTICE The line shows that people can respect something while still wanting improvement. It hints that loyalty and change can exist together.

CHOOSE C. People should have a voice in decisions that affect them. A names an event, and B names the setting.

SHOW Mr. Harris explains that representatives give people a chance to be heard, and Thomas later understands that people affected by laws should have a voice. Both moments support the theme.

OWN Answers vary. Example: People deserve a voice in making decisions that affect their lives.

DEFEND Setting or event, not theme. The colonies are the setting, but the play's lesson is about people having a voice in decisions that affect them.

YOUR TURN Answers vary. Topic: self-government. Theme: People deserve a voice in decisions that affect their lives. Line: It gives people a chance to be heard.



THEME

READ THIS PASSAGE EXCERPT.

“They wanted to understand why the rules were changing and whether they should have a voice in those decisions. ... These ideas continued to spread and helped shape the future of the colonies.”

Which statement best describes a theme of the play?

- A** The shop is located in a busy colonial street.
- B** The colonists talked about laws in a shop.
- C** People deserve a voice in decisions that affect their lives.
- D** The colonies should always agree with one another.



THEME

The answer is C.

- A** **The shop is located in a busy colonial street.**
Setting or event, not theme. This tells where the play begins, not what it teaches.
- B** **The colonists talked about laws in a shop.**
Setting or event, not theme. This describes one event in the play, not its life lesson.
- C** **People deserve a voice in decisions that affect their lives. Correct.**
Correct. The play shows people questioning distant laws, learning about representation, and wanting a voice.
- D** **The colonies should always agree with one another.**
Opposite. The characters explain that people can disagree and still work together.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a lesson supported by the whole play and its ending.

A play can develop several themes, but each theme must be specific to the text and supported by evidence.

THIS WEEK'S FOCUS

Theme

from “A Voice of Their Own”

This play shows people learning, listening, and working toward a government with a voice for citizens. A **theme** is a text-supported life lesson, not a generic saying. The play can develop more than one theme. STAAR asks: **How does the ending help develop the theme of the play?** Trap this week: **Generic moral that fits many stories.**

This deck teaches **use an ending to develop a theme** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice how an ending develops a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice what the ending teaches.

Read the line from the ending. What do the characters now understand, and what lesson does that understanding support?

“People can disagree and still work together.”

I CAN | I can use a character's final understanding to notice a text-based lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that the ending develops."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the ending's theme.

STAAR asks: **How does the ending help develop the theme of the play?** Choose the statement that best matches the play and its ending.

"That's often how change begins, not all at once, but one conversation at a time."

A Always try your best in everything you do • **B** People can create change by asking questions and sharing ideas • **C** A shopkeeper and an apprentice talk during the day

I CAN | I can choose a text-based lesson instead of a generic moral.



TODAY'S THINKING JOB

SHOW

“I can show how an ending develops a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how the ending develops the theme.

Explain how the ending's focus on conversations and change develops the theme that people can improve government by asking questions and sharing ideas.

“Once people begin asking thoughtful questions, those conversations usually continue.”

I CAN | I can connect the ending to earlier details and the play's larger message.



TODAY'S THINKING JOB

OWN

“I can write a specific theme and connect it to an ending.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the ending's theme.

Write a theme for the whole play in a full sentence. Explain how the ending supports it rather than giving only a generic moral.

“Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.”

I CAN | I can write a text-based theme instead of a generic life lesson.



TODAY'S THINKING JOB

DEFEND

"I can defend a text-based theme and name a trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against a generic moral.

A student wrote: **Always be kind to everyone.** Explain why it is a trap and name the trap.

"Their conversations encouraged others to ask questions, think carefully, and share their own ideas."

I CAN | I can explain why a generic moral is not supported by this play.



Find the ending's theme on your own.

Write the topic in one or two words. Then write a specific theme in a full sentence and explain how the ending supports it. Add a second theme if you can.

Read the play again.
Write the topic in one or two words.
Write a specific theme in a full sentence.
Explain how the ending supports it.

I CAN | I can write a specific theme and use the ending as evidence.

THEME

Answers, across the five thinking levels.

NOTICE The line shows that disagreement does not prevent cooperation. It hints at a theme about sharing ideas and working together despite different opinions.

CHOOSE B. People can create change by asking questions and sharing ideas. A is a generic moral, and C describes the setting and event.

SHOW Earlier, people ask why distant leaders make their laws and learn about self-government. At the end, the narrator says conversations shape the future, showing that questions and shared ideas can lead to change.

OWN Answers vary. Example: Asking questions and sharing ideas can begin meaningful change, even when change takes time.

DEFEND Generic moral that fits many stories. The play is not mainly about kindness; it develops a specific lesson about questions, shared ideas, and change.

YOUR TURN Answers vary. Topic: self-government. Theme: Asking questions and sharing ideas can begin meaningful change over time. Ending evidence: The conversations helped shape the future.

THEME

READ THIS PASSAGE EXCERPT.

“Once people begin asking thoughtful questions, those conversations usually continue. ... Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.”

How does the ending help develop a theme of the play?

- A** It shows that questions and shared ideas can begin change.
- B** It teaches that people should always be kind to everyone.
- C** It proves that every conversation solves a problem immediately.
- D** It shows that people should avoid discussing government.



THEME

The answer is A.

A

It shows that questions and shared ideas can begin change. Correct.

Correct. The ending says conversations continue and help shape the future even when change takes time.

B

It teaches that people should always be kind to everyone.

Generic moral that fits many stories. The ending develops a specific lesson about questions, conversations, and change.

C

It proves that every conversation solves a problem immediately.

Opposite. The ending says change did not happen overnight and problems were not solved at once.

D

It shows that people should avoid discussing government.

Opposite. The play shows that discussions help people learn and shape change.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a life lesson that fits the whole story in a full sentence.

A text can develop more than one theme, so I use evidence before choosing a lesson.

THIS WEEK’S FOCUS

Theme

from “The Garden That Wouldn't Grow”

A **theme** is a global lesson, not a fact beside the topic. This story develops more than one theme, including **careful observation can lead to better solutions**. STAAR asks: **Which statement best describes a theme of the story?** Trap this week: **Topic-adjacent statement as message.**

This deck teaches **finding multiple themes in a harder text** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



TODAY'S THINKING JOB

NOTICE

"I can notice a theme beyond the topic."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice a lesson in the details.

Read the line. Notice how a change in the garden points beyond plants to a lesson about solving problems.

"Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health."

I CAN | I can notice when details about a topic point to a bigger life lesson.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme instead of a topic-adjacent statement.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the strongest theme.

STAAR asks: **Which statement best describes a theme of the story?** Choose one lesson that fits the whole story.

“Instead of improving, the garden’s condition worsened.”

A Careful observation can lead to better solutions • **B** Quickly giving plants more water • **C** Garden soil can become muddy

I CAN | I can choose a lesson that fits the whole story and notice that texts can have multiple themes.



TODAY'S THINKING JOB

SHOW

“I can show how details support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how details support a theme.

Explain how the story supports the theme that careful observation can lead to better solutions.

“Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.”

I CAN | I can connect more than one event to a lesson about solving problems.



TODAY'S THINKING JOB

OWN

“I can write a theme and identify another supported theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the multiple themes.

Write one theme for the whole story in a full sentence. Then name a second theme the text also develops.

“Within several days, the plants began to recover.”

I CAN | I can write lessons that fit the whole story instead of one garden detail.



TODAY'S THINKING JOB

DEFEND

"I can defend a theme and explain why a trap is wrong."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote this theme: **The soil became muddy.** Explain why it is a trap and name the trap.

"The soil became overly wet and muddy, and many of the leaves started to turn yellow."



I can explain why a topic-adjacent statement is not a message for the whole story.



Find the themes on your own.

Go back to the passage. Write one theme in a full sentence, name a second theme, and copy one line that supports either theme.

Go back to the reading.
Write one full-sentence theme.
Name a second theme and copy one support line.

I CAN | I can find more than one theme and support a theme with a line from the text.

THEME

Answers, across the five thinking levels.

NOTICE The topic is gardening, but Kendrix connects her action to the result. The line hints that choices should be examined because they can change a problem.

CHOOSE A. Careful observation can lead to better solutions. B is a topic-adjacent statement as message because it names an action, and C is a narrow garden fact.

SHOW Kendrix first guesses and makes the garden worse. Then she and her grandmother observe the soil, change the plan, and help the plants recover. Those events support the theme.

OWN Answers vary. Example: Careful observation can lead to better solutions. A second theme is that healthy growth depends on balance.

DEFEND Topic-adjacent statement as message. Muddy soil is an important event, but it does not state what readers can learn from the whole story.

YOUR TURN Answers vary. Theme: Careful observation can lead to better solutions. Second theme: Balance supports healthy growth. Line: The experience taught her to observe before deciding how to fix a problem.



THEME

READ THIS PASSAGE EXCERPT.

“Thinking she understood the problem, Kendrix suggested that the plants needed more water. ... Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.”

Which statement best describes a theme of the story?

A Quickly giving plants more water

B Plants need soil and sunlight

C Gardens can have muddy soil

D Careful observation can lead to better solutions



THEME

The answer is D.

- A Quickly giving plants more water**
Topic-adjacent statement as message. It names Kendrix's action, not a global lesson.
- B Plants need soil and sunlight**
Topic-adjacent statement as message. It gives a plant fact instead of the story's life lesson.
- C Gardens can have muddy soil**
Too narrow. This describes one condition in the garden, not what the whole story teaches.
- D Careful observation can lead to better solutions **Correct.****
Correct. Kendrix changes her plan after observing the soil, and the plants recover.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

The theme is a full-sentence lesson that fits the whole text.

A character’s words can reveal one of several themes when the words connect to the whole text.

THIS WEEK’S FOCUS

Theme

from “The Garden That Wouldn't Grow”

A character’s words can point to a **theme**, but I must connect the words to the whole text. This story develops the theme **careful observation can lead to better decisions**. STAAR asks: **What theme do the words of the main character in paragraph 6 suggest?** Trap this week: **Word association from the lines.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a theme in a character’s words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the lesson in the words.

Read Kendrix’s words and the nearby idea. Notice how paying attention points to a lesson about decisions.

“The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.”

I CAN | I can connect a character’s words to a lesson supported by the whole text.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme from a character’s words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the theme suggested by the words.

STAAR asks: What theme do the words of the main character in paragraph 6 suggest? Choose the lesson, not a repeated word.

“Each morning, Kendrix checked the soil by touching it before deciding whether the plants needed water.”

A Plants need water • **B** Kendrix touches the soil • **C** Careful observation can lead to better decisions

I CAN | I can avoid word association and connect the words to the whole story.



TODAY'S THINKING JOB

SHOW

“I can show how a character’s words support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how the words connect to events.

Explain how Kendrix’s words about observing before deciding connect to what happens in the story.

“She learned that healthy plants depend on a balance of sunlight, water, air, and good soil.”

I CAN | I can connect a line of dialogue or reflection to more than one text detail.



TODAY'S THINKING JOB

OWN

“I can write a theme from a character’s words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme from the words.

Write a theme suggested by Kendrix’s words. Then name a second theme the text also supports.

“Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.”

I CAN | I can turn a character’s reflection into a global lesson and identify another supported theme.



TODAY'S THINKING JOB

DEFEND

"I can defend a theme against word association."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against word association.

A student wrote this theme: **Soil and leaves are important.** Explain why it is a trap and name the trap.

"She also watched for changes in the leaves and stems so she could better understand how the plants were responding."

I CAN | I can explain why repeated words do not automatically give the theme.



Find the theme from words and evidence.

Write a theme suggested by Kendrix's words. Name a second theme and copy one line that supports either theme.

Return to the reading.

Write a full-sentence theme from Kendrix's words.

Name a second theme and copy one support line.

I CAN | I can infer themes from character words and connect them to evidence.

THEME

Answers, across the five thinking levels.

NOTICE Kendrix says **observation should come before a decision**. Her words point to the theme that careful attention can lead to better choices.

CHOOSE **C**. Careful observation can lead to better decisions. A and B repeat words or details, but they do not state the life lesson.

SHOW Kendrix first guesses that the plants need more water and makes the garden worse. After observing the soil, she changes the plan, and the plants recover. Her words match this growth.

OWN **Answers vary**. Example: Careful observation can lead to better decisions. A second theme is that solving a problem may require changing a first plan.

DEFEND **Word association from the lines**. Soil and leaves appear in the text, but the character's words teach readers to observe evidence before making a decision.

YOUR TURN **Answers vary**. Theme: Careful observation can lead to better decisions. Second theme: People can improve a plan when evidence shows it is not working. Line: The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.

THEME

READ THIS PASSAGE EXCERPT.

“Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before. ... The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.”

What theme do the words of the main character in paragraph 6 suggest?

- A** Soil and leaves are important.
- B** Careful observation can lead to better decisions.
- C** Kendrix touches the soil each morning.
- D** Plants need water, air, and sunlight.



THEME

The answer is B.

- A Soil and leaves are important.**
Word association from the lines. It repeats details but does not state the lesson in Kendrix's words.
- B Careful observation can lead to better decisions. Correct.**
Correct. Kendrix learns to observe what is happening before deciding how to fix the problem.
- C Kendrix touches the soil each morning.**
Word association from the lines. This is one action, not the broader theme suggested by her reflection.
- D Plants need water, air, and sunlight.**
Topic-adjacent statement as message. It is a science fact, not the life lesson in Kendrix's words.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a global life lesson that fits the whole text.

Character growth can reveal more than one of a text’s themes when a person changes because of evidence.

THIS WEEK’S FOCUS

Theme

from “The Garden That Wouldn't Grow”

A character’s growth can reveal a **theme**. Kendrix moves from guessing to observing, supporting the lesson **careful thinking can improve a solution**. STAAR asks: **What theme is shown by how the main character changes?** Trap this week: **One character’s view, too narrow.**

This deck teaches **finding a theme in character growth** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a theme in character growth.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice how Kendrix changes.

Read the line. Notice the difference between Kendrix's first guess and the careful way she thinks later.

“Instead of assuming she already knew the answer, she learned to gather information before deciding what to do.”

I CAN | I can compare a character's earlier thinking with a later understanding.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme shown by character growth.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the growth theme.

STAAR asks: **What theme is shown by how the main character changes?** Compare Kendrix's thinking at the beginning and the end.

“Kendrix felt confident that she had solved the problem.”

A Careful thinking can improve a solution • **B** Kendrix likes working in a garden • **C** Plants recover after too much water

I CAN | I can reject one character detail that is too narrow for the whole story.



TODAY'S THINKING JOB

SHOW

"I can show how character growth supports a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Show the before and after.

Explain how Kendrix's change from guessing to observing supports the theme that careful thinking can improve a solution.

"She understood that although she wanted to help, making a quick decision without carefully observing the evidence had made the problem worse."

I CAN | I can use an early choice and a later change to explain a growth-based lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme from a character’s change.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the growth theme.

Write a theme shown by Kendrix’s growth. Then name a second theme the whole story supports.

“She realized that careful observation often leads to better decisions.”

I CAN

I can turn a character’s new understanding into a lesson that fits the whole story.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with growth evidence."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against a narrow view.

A student wrote this theme: **Kendrix likes checking plants each morning.** Explain why it is a trap and name the trap.

"Each morning, Kendrix gently touched the soil before deciding whether the plants needed water."

I CAN | I can explain why one character's view is too narrow for the whole story.



Trace the growth yourself.

Write a theme shown by Kendrix's growth. Copy one early line and one later line that prove how her thinking changes.

Trace Kendrix's growth.
Write a full-sentence theme.
Copy one early line and one later line.

I CAN | I can infer a theme from a character's change and support it with two lines.

THEME

Answers, across the five thinking levels.

NOTICE Kendrix no longer assumes she knows the answer. She gathers information first, showing growth toward careful problem solving.

CHOOSE A. Careful thinking can improve a solution. B is one character's view, too narrow, and C describes an event rather than a life lesson.

SHOW Kendrix wants to help, but her quick decision makes the garden worse. Later, she observes the evidence and changes the plan. Her new approach helps the plants recover.

OWN Answers vary. Example: Careful thinking can improve a solution. A second theme is that people should adjust a plan when new evidence shows a better way.

DEFEND One character's view, too narrow. The morning check is one habit, but Kendrix's larger growth is learning to use evidence before making decisions.

YOUR TURN Answers vary. Theme: Careful thinking can improve a solution. Early line: Thinking she understood the problem, Kendrix suggested that the plants needed more water. Later line: She realized that careful observation often leads to better decisions.

THEME

READ THIS PASSAGE EXCERPT.

“Thinking she understood the problem, Kendrix suggested that the plants needed more water. ... She realized that careful observation often leads to better decisions.”

What theme is shown by how the main character changes?

A Careful thinking can improve a solution

B Kendrix enjoys spending time in a garden

C Plants need water to grow

D Gardens require daily attention



THEME

The answer is A.

- A Careful thinking can improve a solution **Correct.****
Correct. Kendrix changes from guessing to observing, and her better plan helps the plants recover.
- B Kendrix enjoys spending time in a garden**
One character's view, too narrow. This is one fact about Kendrix, not the lesson shown by her growth.
- C Plants need water to grow**
Topic-adjacent statement as message. It is a plant fact, not a global lesson about Kendrix's change.
- D Gardens require daily attention**
One character's view, too narrow. It describes a routine, not the full lesson of her changing thinking.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson, not a summary or a fact.

Evidence should come from more than one part of the text when possible.

A strong response states one of the text’s themes and explains how the evidence supports it.

THIS WEEK’S FOCUS

Theme

from “The Garden That Wouldn't Grow”

A **theme** must be a global lesson supported by the whole story. This text supports **careful observation and evidence can lead to better solutions**. STAAR asks: **State a theme of the story and support it with evidence**. Trap this week: **Life lesson not supported by this text**.

This deck teaches **stating and supporting a theme** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

"I can notice a theme and its strongest evidence."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice a supported theme.

Read Kendrix's answer. Notice how it states a lesson and points to the evidence readers should use.

"I learned that solving a problem isn't about making a quick guess."

I CAN | I can identify a lesson that the whole text supports.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme supported by the whole story.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose a theme with support.

State the theme that the whole story supports. Then point to two details that prove it.

“Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do.”

A People should always wait before solving a problem. • **B** Careful observation and evidence can lead to better solutions. • **C** Plants need water, sunlight, and air.

I CAN | I can reject a life lesson that sounds wise but the text does not prove.



TODAY'S THINKING JOB

SHOW

"I can support a theme with evidence and explanation."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Show the evidence chain.

Explain how two details from the story support the theme that careful observation and evidence can lead to better solutions.

"She recorded whether the soil felt dry or damp, whether they watered that day, and how the plants looked."

I CAN | I can connect details from different parts of the text to one global lesson.



TODAY'S THINKING JOB

OWN

“I can state a theme and support it with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

State and support your theme.

Write a theme in a full sentence. Then name two details from different parts of the story that support it.

“Recording observations helped her notice details she might have forgotten otherwise.”

I CAN | I can write a global lesson and explain evidence from more than one part of the text.



THEME

TODAY'S THINKING JOB

DEFEND

“I can defend a theme with evidence from the text.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Defend the theme against unsupported advice.

A student wrote this theme: **Everyone should keep a notebook to solve problems.** Explain why it is a trap and name the trap.

“The healthiest plants were not always the ones that received the most water.”



I can explain why a life lesson that sounds useful may not be supported by this story.



Build your own evidence response.

State a theme of the story. Copy two lines from different parts of the text and explain how each supports your theme.

State a full-sentence theme.
Copy two evidence lines from different parts of the text.
Explain how each line supports the theme.

I CAN | I can state a theme and prove it with evidence from the whole story.

THEME

Answers, across the five thinking levels.

NOTICE Kendrix says a quick guess is not enough for solving a problem. This points to a theme about observing and using evidence before acting.

CHOOSE B. Careful observation and evidence can lead to better solutions. A is too absolute, and C is a science fact rather than a theme.

SHOW Kendrix records observations instead of guessing. Later, she notices patterns and the plants recover. These details show that evidence can lead to a better solution.

OWN Answers vary. Example: Careful observation and evidence can lead to better solutions. Kendrix first makes the garden worse by guessing, then records details and changes the plan when the evidence shows what to do.

DEFEND Life lesson not supported by this text. Kendrix's notebook helps her here, but the story teaches careful observation and evidence, not a rule that everyone must keep a notebook.

YOUR TURN Answers vary. Theme: Careful observation and evidence can lead to better solutions. Evidence may include Kendrix's first quick guess and her later notes that helped her notice patterns, with an explanation of each.

THEME

READ THIS PASSAGE EXCERPT.

“Instead of making guesses, they observe carefully and test their ideas. ... More importantly, she learned that careful observation, thoughtful investigation, and a willingness to change a plan based on evidence often lead to the best solutions.”

Which statement best describes a theme of the story?

A People should keep a notebook whenever they have a problem.

B Plants grow best when they get extra water.

C Kendrix learns about plant roots.

D Careful observation and evidence can lead to better solutions.



THEME

The answer is D.

People should keep a notebook whenever they have a problem.

- A** Life lesson not supported by this text. A notebook helps Kendrix, but the story does not make it a rule for everyone.

Plants grow best when they get extra water.

- B** Opposite. Too much water makes the garden worse, and the roots need balance.

Kendrix learns about plant roots.

- C** Too narrow. This names one piece of information, not the global lesson of the whole story.

Careful observation and evidence can lead to better solutions. Correct.

- D** Correct. Kendrix observes, records evidence, changes her plan, and helps the garden recover.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A character’s noticing can help readers infer one of the text’s themes.

Grade 5 readers use details from the whole text as evidence for themes.

THIS WEEK’S FOCUS

Theme

from “A Visit to the Workshop”

A **theme** is a global life lesson supported by the whole text. Zaylen notices that a new light may change daily life, which points to the theme **new ideas can improve people’s lives**. STAAR asks: **What theme does the discovery in the story express?** Trap this week: **Setting or event, not theme.**

This deck teaches **theme from what a character notices** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice what a character learns from an important event.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice what Zaylen notices.

Read Zaylen's observation. Ask what bigger lesson her noticing suggests about the discovery.

“Outside, the streets were still dim, but she knew something was changing.”

I CAN | I can use a character's noticing to infer a global theme.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme that grows from what a character notices.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the lesson behind the discovery.

What theme does the discovery in the story express? Choose the global lesson, not the event itself.

“People should have light that is safe and lasts longer.”

A The streets are dark in 1880. • **B** The workshop has glowing bulbs. • **C** Useful inventions can change daily life.

I CAN | I can reject a setting or event that is not a theme.



TODAY'S THINKING JOB

SHOW

“I can connect a character’s noticing to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how noticing becomes evidence.

Explain how Zaylen’s noticing and her thoughts about home support the theme that a new idea can improve people’s lives.

“She imagined what it would be like to have a steady light that didn’t go out so easily.”

I CAN | I can explain how two details support one global lesson.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Own the lesson.

Write one theme in a full sentence. Then explain how Zaylen's noticing supports it.

"As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night."

I CAN | I can connect a character's observation to a global lesson.



TODAY'S THINKING JOB

DEFEND

"I can explain why an event is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend the theme against an event trap.

A student wrote this theme: **A bulb begins to glow in a workshop.** Explain why it is a trap and name the trap.

"The room filled with a steady, warm light."

I CAN

I can defend a global lesson against a Setting or event, not theme trap.



Find the theme independently.

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

Go back to the reading.

Write the topic in one or two words.

Write a full-sentence theme and copy one line that supports it.

I CAN | I can infer a theme from what a character notices and support it with a line.

THEME

Answers, across the five thinking levels.

NOTICE Zaylen notices that the dark streets may not stay the same. Her thought points to a theme about new ideas improving people's lives.

CHOOSE C. Useful inventions can change daily life. A and B name the setting or events, not a global lesson.

SHOW Zaylen compares the steady bulb with smoky oil lamps at home. Her comparison shows how the new light could make daily life safer and easier.

OWN Answers vary. Example: New ideas can improve people's lives. Zaylen sees a steady light and imagines how it could help families who use smoky lamps.

DEFEND Setting or event, not theme. A bulb glowing is an event in the story. It can support a lesson about new ideas helping people, but it is not a lesson itself.

YOUR TURN Answers vary. Topic: invention or electric light. Theme: New ideas can improve people's lives. Line: She imagined what it would be like to have a steady light that didn't go out so easily.



THEME

READ THIS PASSAGE EXCERPT.

“She imagined what it would be like to have a steady light that didn’t go out so easily. ... Outside, the streets were still dim, but she knew something was changing.”

Which statement best describes a theme of the story?

- A** A new idea is always helpful.
- B** The city streets are dark at night.
- C** Useful inventions can change daily life.
- D** The workshop has glass bulbs and wires.



THEME

The answer is C.

- A A new idea is always helpful.**
Too broad. The story shows one useful invention, but it does not prove that every new idea is always helpful.
- B The city streets are dark at night.**
Setting or event, not theme. The dark streets are part of the setting, not the lesson.
- C Useful inventions can change daily life. Correct.**
Correct. Zaylen connects the steady light to safer, easier homes, and she knows something is changing.
- D The workshop has glass bulbs and wires.**
Setting or event, not theme. This describes details in the workshop instead of a global lesson.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A title points toward the text’s meaning, but a title word is not automatically a theme.

A theme is a global life lesson supported by more than one part of the text.

Grade 5 readers explain how a title connects to themes and evidence.

THIS WEEK’S FOCUS

Theme

from “A Visit to the Workshop”

The title **A Visit to the Workshop** points to the place where Zaylen sees patient work and many attempts. The theme is **important improvements often require patience and many attempts**. STAAR asks: **How does the title connect to the theme of the story?** Trap this week: **Topic word, not theme.**

This deck teaches **theme and the title** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice how a title points toward a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice what the title points toward.

Look at the title and the workshop details. Notice how the place helps develop the story's lesson.

“For the first time, Zaylen understood that an invention was not created in one lucky moment.”

I CAN | I can connect a title's topic to a global lesson.



TODAY'S THINKING JOB

CHOOSE

“I can connect a title to a theme instead of choosing a topic word.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the title's lesson.

How does the title connect to the theme of the story? Choose the statement that explains the title's meaning, not just its topic.

“It grew from patience, careful work, and many mistakes.”

- A** The workshop shows patient work and repeated attempts. • **B** The title says Edison succeeds without any failed tests. • **C** The title says only one person can improve an invention.

I CAN | I can reject a Topic word, not theme answer.



TODAY'S THINKING JOB

SHOW

“I can explain how title details develop a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the title connection.

Explain how the workshop setting and the repeated failed tests support the theme that important improvements require patience and many attempts.

“Some wires burned too quickly, while others did not glow brightly enough.”

I CAN | I can connect a place, repeated events, and a global lesson.



TODAY'S THINKING JOB

OWN

“I can explain how a title points to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the title connection.

Write a theme in a full sentence. Then explain how the title and two details from the story support it.

“The light stayed on as the workers watched.”

I CAN | I can support a theme with evidence from the place and the events.



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why a title word is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the title-word trap.

A student wrote this theme: **Workshop**. Explain why it is a trap and name the trap.

"Edison and his workers tested one idea after another."

I CAN | I can defend a theme against a Topic word, not theme trap.



Build the title connection yourself.

Write the title topic in one or two words. Write a theme in a full sentence and copy two lines that show how the title develops that theme.

Write the title's *topic* in one or two words.
Write a full-sentence *theme*.
Copy two lines that connect the title to the theme.

I CAN | I can connect a title's topic to a theme and support the connection with evidence.

THEME

Answers, across the five thinking levels.

NOTICE The title names the place where Zaylen sees repeated tests and patient work. The workshop helps develop a theme about improvements requiring many attempts.

CHOOSE A. The workshop shows patient work and repeated attempts. B is opposite to the story, and C is not supported.

SHOW The workshop is filled with failed tests as workers keep adjusting materials. Those details show why the visit develops a theme about patience and repeated attempts.

OWN Answers vary. Example: Important improvements often require patience and many attempts. The workshop is full of tests, and the workers keep going after failures until a light stays on.

DEFEND Topic word, not theme. Workshop names the place and focus. A theme explains what the work and testing teach about life beyond this story.

YOUR TURN Answers vary. Topic: workshop or invention. Theme: Important improvements often require patience and many attempts. Lines may include the failed wires and the workers continuing to test.



THEME

READ THIS PASSAGE EXCERPT.

“For the first time, Zaylen understood that an invention was not created in one lucky moment. ... It grew from patience, careful work, and many mistakes.”

How does the title *A Visit to the Workshop* connect to a theme of the story?

- A** It names a place but gives no clue about what Zaylen learns.
- B** It proves that every workshop creates an invention.
- C** It shows that the workshop is more important than the workers.
- D** It points to a place where patience and repeated attempts lead to improvement.



THEME

The answer is D.

It names a place but gives no clue about what Zaylen learns.

- A** Topic word, not theme. The title names the place, but the story connects the visit to a lesson about patient improvement.

It proves that every workshop creates an invention.

- B** Too broad. The story does not prove that every workshop creates an invention.

It shows that the workshop is more important than the workers.

- C** Opposite. The story shows that the workers' patient teamwork makes progress possible.

It points to a place where patience and repeated attempts lead to improvement. Correct.

- D** Correct. The title leads readers to the workshop, where many tests and mistakes show that improvement takes patience.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A text can develop more than one theme, but some themes have stronger support.

A strong theme fits the whole text and is supported by several details.

A general saying may sound wise without being the lesson this text develops.

THIS WEEK’S FOCUS

Theme

from “A Visit to the Workshop”

This text develops more than one theme, but the strongest is **careful work and learning from failure can lead to changes that help many people.**

STAAR asks: **Which theme is best supported by the evidence in the story, and which is only partly supported?** Trap this week: **Generic moral that fits many stories.**

This deck teaches **choosing between two themes** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice which theme the evidence develops most strongly.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice which theme has the strongest evidence.

Compare the workers' failures, records, and hopes for the future. Notice how those details build a specific theme.

“But a failed test can still teach us something.”

I CAN | I can compare multiple themes and choose the one with the best whole-text support.



TODAY'S THINKING JOB

CHOOSE

“I can choose the theme with the strongest evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the best-supported theme.

Which theme is best supported by the evidence in the story? Choose the lesson developed by the workers' failures, records, and future hopes.

“Every tool, broken bulb, and written result was part of the search for a better light.”

A The workshop is crowded with tools and workers. • **B** People should never give up on any goal. • **C** Careful work and repeated testing can improve an invention.

I CAN | I can reject a Generic moral that fits many stories.



TODAY'S THINKING JOB

SHOW

“I can compare the strength of theme evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show why one theme is stronger.

Explain how the workers' notes and repeated attempts support the theme that working hard is important in life.

“Each page was filled with numbers and short notes.”

I CAN | I can connect repeated details to a theme and explain why another theme is only partly supported.



TODAY'S THINKING JOB

OWN

“I can choose a best-supported theme and compare it with another theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the comparison.

Write the best-supported theme. Then name a second theme that is only partly supported and explain why.

“They simply studied what had happened and began again.”

I CAN

I can explain why a theme fits the whole text better than a generic moral.



THEME

TODAY'S THINKING JOB

DEFEND

“I can reject a generic moral and defend a text-supported theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Defend against a generic moral.

A student wrote this theme: **Be kind to everyone.** Explain why it is a trap and name the trap.

“Good ideas are important, but careful records are important too.”

I CAN | I can explain why a theme that fits many stories is not best for this text.



Compare themes on your own.

Write the best-supported theme. Write a second theme that is only partly supported. Copy one line for each and explain the difference.

Write the best-supported theme.
Write a second theme that is only partly supported.
Copy a line for each and explain the difference.

I CAN | I can compare themes using evidence from the whole text.

THEME

Answers, across the five thinking levels.

NOTICE The failed test teaches that learning from failure helps people keep improving. The later hope that electric light will change daily life makes this theme stronger across the story.

CHOOSE C. Careful work and repeated testing can improve an invention. A is a setting detail, and B is too absolute.

SHOW The workers record each test and begin again after failures, so the story strongly supports the importance of working hard. The story also suggests their work may help people, but the future impact is only imagined.

OWN Answers vary. Best-supported theme: Working hard is important in life. Partly supported theme: Careful work can help change how people live. The story shows the work clearly, but the future change is still a hope.

DEFEND Generic moral that fits many stories. The story is about careful work, learning from failed tests, and improvement, not about kindness to everyone.

YOUR TURN Answers vary. Strongest: Working hard is important in life. Partly supported: Careful work can help change how people live. The repeated tests directly support the first, while the future change is imagined.

THEME

READ THIS PASSAGE EXCERPT.

“But a failed test can still teach us something. ... Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.”

Which statement best describes a theme of the story?

- A** Careful work and learning from failure can lead to changes that help many people.
- B** People should be patient with every person they meet.
- C** A workshop needs many tools and notebooks.
- D** Every invention becomes successful after one test.



THEME

The answer is A.

A Careful work and learning from failure can lead to changes that help many people. Correct.
Correct. The workers record failures, learn from them, and continue toward a light that may change daily life.

B People should be patient with every person they meet.
Generic moral that fits many stories. The text develops patience in careful work, not patience with every person.

C A workshop needs many tools and notebooks.
Topic word, not theme. This names objects in the setting instead of a global lesson.

D Every invention becomes successful after one test.
Opposite. The workers conduct many tests and experience failures before improving the light.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson supported by the whole text.

Grade 5 readers infer multiple themes and use text evidence to support their thinking.

A single character’s view may be evidence, but it is not automatically the whole text’s theme.

THIS WEEK’S FOCUS

Theme

from “A Visit to the Workshop”

This text develops themes about **progress through teamwork, learning from failure, and continued improvement**. STAAR asks: **What theme does the author develop? Use evidence.** Trap this week: **One character’s view, too narrow.**

This deck teaches **theme on your own** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a theme that grows from the whole text.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the whole team's work.

Read what the workshop teaches Zaylen. Notice details about many workers, not only one person's opinion.

“Each worker had an important job.”

I CAN | I can look beyond one character's view to infer a global lesson.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme that fits the whole text.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose a whole-text theme.

What theme does the author develop? Choose the lesson supported by the team’s work, failures, records, and hopes.

“The workshop was not only a place where objects were built.”

A Inventors should always work alone. • **B** Teamwork and persistence help people make progress. • **C** Zaylen thinks electric lights will help families.

I CAN | I can reject a One character’s view, too narrow answer.



TODAY'S THINKING JOB

SHOW

“I can support a theme with evidence from several parts.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the author's message.

Explain how the workers' teamwork and response to failure support the theme that progress comes from working together and improving.

“One worker checked a clock while another added notes to a book.”

I CAN | I can explain how teamwork and failure develop one global lesson.



TODAY'S THINKING JOB

OWN

“I can write and support a theme independently.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme with evidence.

Write a theme in a full sentence. Then copy two lines from different parts of the text and explain how they support it.

“They carefully turned off the power.”

I CAN | I can use evidence from the whole text instead of one character's view.



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why one character's view is too narrow."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against a narrow view.

A student wrote this theme: **Zaylen believes electric lights will help families.** Explain why it is a trap and name the trap.

"They spoke quietly and compared their ideas."



I can defend a whole-text theme with evidence from several people and events.



Find and prove a theme.

Write one theme the author develops. Copy two lines from different parts of the text and explain how each supports the theme.

Write a full-sentence theme.
Copy two lines from different parts of the text.
Explain how each line supports the theme.

I CAN | I can infer a whole-text theme and support it with evidence.

THEME

Answers, across the five thinking levels.

NOTICE The work depends on many people contributing different skills. This points to a theme about teamwork helping people make progress.

CHOOSE B. Teamwork and persistence help people make progress. A is opposite to the teamwork shown, and C is one character's view, too narrow.

SHOW Workers share questions, prepare materials, test wires, and record results. When a bulb breaks, they study it and begin again. Together these details show that teamwork and learning from failure lead to progress.

OWN Answers vary. Example: Progress often comes when people work together, learn from failure, and keep improving. The workers share jobs and questions, then study a broken bulb and begin again.

DEFEND One character's view, too narrow. Zaylen's hope is one detail, but the author develops a broader theme through the whole team's work, failures, and continued improvement.

YOUR TURN Answers vary. Theme: Progress often comes when people work together, learn from failure, and keep improving. Evidence may include the workers sharing ideas and beginning again after the bulb breaks.

THEME

READ THIS PASSAGE EXCERPT.

“They spoke quietly and compared their ideas. ... Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.”

Which statement best describes a theme of the story?

- A** Edison believes careful records are important.
- B** The workshop has many workers and tools.
- C** Progress often comes when people work together, learn from failure, and keep improving.
- D** Zaylen thinks electric lights will help families.



THEME

The answer is C.

- A Edison believes careful records are important.**
One character's view, too narrow. Edison's words are evidence, but they do not state the whole text's theme.
- B The workshop has many workers and tools.**
Topic word, not theme. This describes the setting instead of a global lesson.
- C Progress often comes when people work together, learn from failure, and keep improving. Correct.**
Correct. The team shares work, studies failures, keeps testing, and moves toward changing daily life.
- D Zaylen thinks electric lights will help families.**
One character's view, too narrow. Zaylen's hope is one supporting detail, not the full author-developed theme.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson supported by the whole text.

Grade 5 readers infer multiple themes and use text evidence to support their thinking.

A turning point can reveal a theme, but an event or setting is not itself a theme.

THIS WEEK'S FOCUS

Theme

from “A Gift that Welcomed Millions”

This text develops themes about **hope, freedom, and new opportunities**. STAAR asks: **What theme does the turning point in the story help develop?**

Trap this week: **Setting or event, not theme.**

This deck teaches **theme from a turning point** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice how a turning point points toward a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the turning point.

Read the line about the statue. Notice how this turning point changes what the travelers understand about their journey.

“Her father explained that the torch stood for hope and freedom.”

I CAN | I can connect an important event to a global lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that grows from an important event."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the theme from the turning point.

What theme does the turning point in the story help develop? Choose a lesson, not the event itself.

"The Statue of Liberty had not promised that life would be easy."

A People can seek hope and freedom when they begin a new life. • **B** Rosa sees a statue in New York Harbor. • **C** Traveling by steamship takes many weeks.

I CAN | I can reject a Setting or event, not theme trap.



TODAY'S THINKING JOB

SHOW

“I can show how a turning point supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show what the turning point reveals.

Explain how the statue's meaning and the family's journey support the theme that hope can guide people toward new opportunities.

“Instead, 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 connect an event and its meaning to a global lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme connected to a turning point.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write one theme in a full sentence. Use the turning point and another detail to show that the theme fits the whole text.

“Years later, Rosa often thought about that morning in the harbor.”

I CAN | I can write a global lesson and support it with more than one detail.



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why an event or setting is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the event trap.

A student wrote this theme: **The Statue of Liberty stands in New York Harbor.** Explain why it is a trap and name the trap.

"At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation."

I CAN | I can defend a global theme against a Setting or event, not theme trap.



Find the theme on your own.

Write one theme the story develops. Explain how the turning point and one other detail support it.

Write a full-sentence theme.
Use the turning point and one other detail.
Explain how both support the theme.

I CAN | I can infer a theme from a turning point and support it with evidence.

THEME

Answers, across the five thinking levels.

NOTICE The torch helps Rosa understand that the **journey is connected to hope and freedom**. The event points toward a theme about people seeking opportunities.

CHOOSE **A.** People can seek hope and freedom when they begin a new life. B is Setting or event, not theme, and C is also a story event.

SHOW The statue's torch represents hope and freedom, and Rosa's family has traveled far to find **opportunities**. Together, those details show that hope can guide people through a difficult change.

OWN **Answers vary.** Example: Hope and freedom can give people courage to begin a difficult new life. The torch represents hope, and Rosa remembers it years later while thinking about her family's journey.

DEFEND **Setting or event, not theme.** The sentence tells where the story happens and names an important object, but it does not state a life lesson about hope, freedom, or opportunity.

YOUR TURN **Answers vary.** Theme: Hope can help people face the challenges of beginning a new life. Evidence may include the torch representing hope and the family's long journey to find opportunities.



THEME

READ THIS PASSAGE EXCERPT.

“Her father explained that the torch stood for hope and freedom. ... Instead, 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.”

Which statement best describes a theme the turning point helps develop?

A Hope and freedom can guide people toward new opportunities.

B The Statue of Liberty is in New York Harbor.

C Families must travel by steamship to enter a new country.

D People who see a torch will always feel happy.



THEME

The answer is A.

A Hope and freedom can guide people toward new opportunities. Correct.
Correct. The torch represents hope and freedom, and the family makes the journey to find opportunities.

B The Statue of Liberty is in New York Harbor.
Setting or event, not theme. This names a setting detail instead of a global life lesson.

C Families must travel by steamship to enter a new country.
Setting or event, not theme. The steamship is part of this story's event, not its message.

D People who see a torch will always feel happy.
Not in the text. The travelers feel hope and nervousness, so the word always is unsupported.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson supported by the whole text.

Grade 5 readers infer multiple themes and use text evidence to support their thinking.

A character's choice can reveal a theme, but the theme must be supported beyond one moment.

THIS WEEK'S FOCUS

Theme

from “A Gift that Welcomed Millions”

This text develops themes about **choosing freedom, facing uncertainty, and building a future**. STAAR asks: **What theme do the choices of the main character express?** Trap this week: **Life lesson not supported by this text.**

This deck teaches **theme from a character's choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice how a character's choice reveals a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice Rosa's choices.

Read the line about Rosa's choice to remember the statue. Notice how her choice shows what matters to her family.

“Rosa turned for one last look at the statue.”

I CAN | I can connect a choice to a lesson supported by the text.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme supported by the main character's choices.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the theme in Rosa's choices.

What theme do the choices of the main character express? Choose the lesson supported by Rosa's actions and the family's journey.

“Rosa knew that liberty meant being free to make choices and build a future.”

A Travelers should never leave the place where they were born. • **B** People can face uncertainty to build a freer future. • **C** Every family should move to the United States.

I CAN | I can reject a Life lesson not supported by this text trap.



TODAY'S THINKING JOB

SHOW

“I can show how choices support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how choices build a theme.

Explain how Rosa's choice to keep learning and her family's choice to leave home support the theme that people may face uncertainty to build a future.

“Rosa answered questions about her age and where she had come from.”

I CAN | I can explain how choices across the text develop one lesson.

TODAY'S THINKING JOB

OWN

“I can write and support a theme from character choices.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the choice-based theme.

Write a theme in a full sentence. Use two choices from the text to explain why the theme fits.

“Rosa did not understand every word, but she could tell that the statue meant something important to them.”

I CAN | I can use choices from different parts of a text to infer a global lesson.



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why a life lesson is not supported."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against unsupported lessons.

A student wrote this theme: **Everyone should leave home to become successful.** Explain why it is a trap and name the trap.

"The torch was still visible above the harbor."

I CAN | I can defend a theme with evidence instead of accepting a broad rule.



Find a supported theme on your own.

Write a theme shown by Rosa's choices. Copy two details from different parts of the text and explain how they support it.

Write a full-sentence theme.
Copy two choices or actions from different parts.
Explain how they support the theme.

I CAN | I can infer a supported theme from choices and actions.

THEME

Answers, across the five thinking levels.

NOTICE Rosa chooses to look back because the statue represents hope and freedom. Her choice shows that people can carry meaningful ideas with them while starting a new life.

CHOOSE B. People can face uncertainty to build a freer future. A and C are Life lesson not supported by this text because the story does not say people should never leave or that every family should move.

SHOW Rosa's family leaves home despite uncertainty, and Rosa chooses to learn English in the new country. Their choices show that building a future can require courage and continued effort.

OWN Answers vary. Example: Building a new future often requires courage to make choices and effort to keep going. Rosa's family leaves home, and Rosa keeps learning until the unfamiliar city feels more like home.

DEFEND Life lesson not supported by this text. The story shows that Rosa's family chose to leave for opportunities, but it never says everyone should leave home or that leaving guarantees success.

YOUR TURN Answers vary. Theme: People can build a new future by making courageous choices and continuing to learn. Evidence may include the family's decision to leave and Rosa's choice to learn English.



THEME

READ THIS PASSAGE EXCERPT.

“Rosa knew that liberty meant being free to make choices and build a future. ... The torch was still visible above the harbor.”

Which statement best describes a theme expressed by the main character's choices?

- A** Everyone should leave home, no matter the reason.
- B** People should avoid new places because change is frightening.
- C** Success comes quickly when a family moves to a city.
- D** People can face uncertainty and keep learning as they build a new future.



THEME

The answer is D.

Everyone should leave home, no matter the reason.

- A** Life lesson not supported by this text. The family has its own reasons, and the story does not make this rule for everyone.

People should avoid new places because change is frightening.

- B** Opposite. Rosa and her family face fear and continue toward opportunities in a new place.

Success comes quickly when a family moves to a city.

- C** Life lesson not supported by this text. The family works hard, and the text says life is not easy.

People can face uncertainty and keep learning as they build a new future. Correct.

- D** Correct. The family continues through uncertainty, and Rosa keeps learning until the new place feels like home.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson supported by the whole text.

Grade 5 readers infer multiple themes and use text evidence to support their thinking.

A true sentence is not automatically the best theme if it does not fit the text's main message.

THIS WEEK'S FOCUS

Theme

from “A Gift that Welcomed Millions”

This text develops themes about **hope, freedom, perseverance, and belonging**. STAAR asks: **Why is "Always be careful" not the best theme of the story?** Trap this week: **Generic moral that fits many stories.**

This deck teaches **theme versus a generic lesson** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the message that fits this text best.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice a specific message.

Read the line about the family working through a new life. Notice why the story needs a theme connected to its details, not any true advice.

“Rosa made friends, helped her brother with school, and learned her way around the city.”

I CAN | I can distinguish a text-specific theme from a generic moral.



TODAY'S THINKING JOB

CHOOSE

“I can reject a generic moral and choose a text-specific theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the text-specific theme.

Why is "Always be careful" not the best theme of the story? Choose the statement that explains the trap.

“Each new skill made the unfamiliar place feel more like home.”

- A** It is a generic moral that fits many stories, not this journey. • **B** It is false because Rosa never has to make a careful choice. • **C** It is a theme about the Statue of Liberty, not a lesson.

I CAN | I can explain why a true but generic statement is not the best theme.



TODAY'S THINKING JOB

SHOW

"I can support a specific theme with several details."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Show why the generic moral misses.

Explain how the family's work, Rosa's learning, and the Statue of Liberty's message support a more specific theme than "Always be careful."

"The family worked long hours, and money was often scarce."

I CAN | I can explain why a generic moral misses the author's message.



TODAY'S THINKING JOB

OWN

“I can write a text-specific theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own a specific theme.

Write a theme that fits the whole story better than "Always be careful." Explain it with two details from different parts.

“Rosa began school, where she slowly learned to read and speak English.”

I CAN | I can explain why my theme fits the whole text better than a generic moral.



TODAY'S THINKING JOB

DEFEND

"I can defend a text-specific theme against a generic moral."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against a generic moral.

A student wrote this theme: **Always be careful.** Explain why it is a trap and name the trap.

"The city looked noisy, busy, and full of possibilities."

I CAN | I can prove why a true but general statement is not the best theme.



Find the best theme on your own.

Write a theme that explains the whole story better than "Always be careful." Copy two supporting details and explain why the generic moral is weaker.

Write a text-specific theme.
Copy two supporting details.
Explain why *Always be careful* is a weaker theme.

I CAN | I can infer a text-specific theme and defend it against a generic moral.

THEME

Answers, across the five thinking levels.

NOTICE This line shows that the family faces difficulty, but the surrounding details point to a more specific lesson about continuing to build a future. A generic rule like Always be careful does not explain the whole text.

CHOOSE A. It is a Generic moral that fits many stories and does not explain this family's journey. B is false because the family makes careful choices, and C mislabels the statement.

SHOW The family works despite scarce money, Rosa learns new skills, and the statue reminds them of freedom and opportunity. These details support perseverance and hope, not merely being careful.

OWN Answers vary. Example: People can build belonging by sharing their past while learning how to live in a new community. Rosa learns English, teaches classmates about Italy, and keeps family traditions.

DEFEND Generic moral that fits many stories. Being careful may be useful, but the story focuses on hope, freedom, effort, and belonging. The statement does not explain those ideas.

YOUR TURN Answers vary. Theme: People can create belonging by keeping meaningful traditions while learning from a new community. Evidence may include Rosa teaching songs and words from Italy and learning English at school.

THEME

READ THIS PASSAGE EXCERPT.

“Life was not easy. ... Each new skill made the unfamiliar place feel more like home.”

Why is Always be careful not the best theme of the story?

- A** It is false because Rosa and her family never face uncertainty.
- B** It is a theme about learning English, so it is too narrow to be true.
- C** It is a Generic moral that fits many stories and does not explain the text's ideas about building a new life.
- D** It is the opposite of the message because the family makes careless choices.



THEME

The answer is C.

- A** **It is false because Rosa and her family never face uncertainty.**
Opposite. The family worries about inspections and faces many uncertainties during the journey.
- B** **It is a theme about learning English, so it is too narrow to be true.**
Not in the text. Always be careful is not about learning English, and the text never calls it a theme.
- C** **It is a Generic moral that fits many stories and does not explain the text's ideas about building a new life. Correct.**
Correct. The story develops specific themes about hope, freedom, effort, and belonging, which this general advice misses.
- D** **It is the opposite of the message because the family makes careless choices.**
Opposite. The family makes careful choices while also showing hope, effort, and courage.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A theme is a global life lesson supported by the whole text.

Grade 5 readers infer multiple themes and use text evidence to support their thinking.

A strong defense names a theme, gives evidence, and explains how the evidence supports the message.

THIS WEEK’S FOCUS

Theme

from “A Gift that Welcomed Millions”

This text develops themes about **hope, freedom, belonging, and building a new life**. STAAR asks: **What is a theme of the story? Defend it with two details.** Trap this week: **Topic-adjacent statement as message.**

This deck teaches **defend a theme with evidence** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a theme hiding behind a topic detail.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice a message, not a topic.

Read the line about the family's traditions. Notice the lesson it suggests beyond the topic of food and songs.

“These customs helped them remember where they had come from while they slowly created a new life in America.”

I CAN | I can move from a topic-adjacent detail to a global message.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme and prepare evidence for it.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose a theme and prepare to defend it.

What is a theme of the story? Defend it with two details. Choose the global lesson, not a topic-adjacent statement.

“Her teacher explained that students from many places could learn from one another while becoming part of the same community.”

A Students from many countries attend Rosa's school. • **B** People can learn from one another while building a shared community. • **C** Teachers should explain every new idea carefully.

I CAN | I can reject a Topic-adjacent statement as message trap.



TODAY'S THINKING JOB

SHOW

“I can defend a theme with two details.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the evidence chain.

Defend the theme that people can learn from one another while building a shared community. Use two details and explain each connection.

“She also taught her classmates songs and words from Italy.”

I CAN | I can explain how evidence from different parts supports one message.



TODAY'S THINKING JOB

OWN

“I can write a theme and defend it with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own and support the theme.

Write a theme in a full sentence. Copy two details from different parts of the story and explain how each supports your theme.

“At home, she practiced English with Marco by pointing to objects and repeating their names.”

I CAN | I can use two details and explain how both support a global lesson.



THEME

TODAY'S THINKING JOB

DEFEND

"I can explain why a topic detail is not a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against a topic-adjacent statement.

A student wrote this theme: **Rosa learns English in New York.** Explain why it is a trap and name the trap.

"Several students spoke Italian and helped her follow directions."

I CAN

I can defend a global message against a Topic-adjacent statement as message trap.



Find and defend a theme on your own.

Write one theme of the story. Copy two details from different parts and explain how each supports the theme. Avoid topic-adjacent statements.

Write a full-sentence theme.
Copy two details from different parts.
Explain how each detail supports the theme.

I CAN | I can infer a global theme and defend it with two explained details.

THEME

Answers, across the five thinking levels.

NOTICE The topic detail is the family's customs. The larger lesson is that people can honor their past while building belonging in a new place.

CHOOSE B. People can learn from one another while building a shared community. A is a topic-adjacent detail, and C is a statement the text does not support as its message.

SHOW Rosa teaches classmates songs and words from Italy, and students help her follow lessons in English. These details show that people can share their backgrounds and learn from one another in a community.

OWN Answers vary. Example: People can create belonging by sharing their own traditions and learning from others. Rosa teaches classmates about Italy, and she practices English while classmates help her join the new community.

DEFEND Topic-adjacent statement as message. Rosa learning English is an important detail, but it does not state what the story teaches about people, community, or belonging.

YOUR TURN Answers vary. Theme: People can belong in a new community while honoring where they came from. Evidence may include Rosa teaching Italian songs and words, and her family keeping traditions while creating a new life.

THEME

READ THIS PASSAGE EXCERPT.

“She also taught her classmates songs and words from Italy. ... These customs helped them remember where they had come from while they slowly created a new life in America.”

Which statement best describes a theme of the story?

A Rosa learns English in New York.

B People can build belonging by sharing their past while learning from a new community.

C Families keep traditions from their old homes.

D Schools should teach students songs from many countries.



THEME

The answer is B.

Rosa learns English in New York.

- A** Topic-adjacent statement as message. This is an event that can support a theme, but it is not the larger lesson.

People can build belonging by sharing their past while learning from a new community. Correct.

- B** Correct. Rosa shares Italian songs and words, learns English, and keeps traditions while creating a new life.

Families keep traditions from their old homes.

- C** Topic-adjacent statement as message. This detail is true, but it leaves out the larger lesson about belonging and learning.

Schools should teach students songs from many countries.

- D** Life lesson not supported by this text. The story shows sharing across cultures, but it does not give this rule to every school.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a lesson the poem teaches in a full sentence.

A poem can develop more than one theme, so I use details from the whole poem.

THIS WEEK’S FOCUS

Theme

from “One Voice Can Start a Wave”

A poem can develop more than one **theme**, such as **one brave voice can encourage others to act**.

STAAR asks: **What theme does the poet express in the poem?** Watch for **Word association from the lines**: repeated words may name a topic, but they do not state the lesson.

This deck teaches **finding themes in a poem the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a possible theme in a poem.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the bigger lesson.

Read the lines. Notice how one small action can grow into a larger change.

“A thought once spoken all alone Can quickly find a stronger tone.”

I CAN | I can notice how details hint at a life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose a theme that fits a whole poem."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the theme.

STAAR asks: **What theme does the poet express in the poem?** Choose the statement that fits the whole poem.

"People can gather, write, and speak, To help protect the change they seek."

A Voices and questions • **B** People should always agree with leaders • **C** Speaking together can help people create change

I CAN | I can choose a lesson and avoid Word association from the lines.



TODAY'S THINKING JOB

SHOW

“I can show how details support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how the poem builds the theme.

Explain how two parts of the poem support the theme that speaking together can help people create change.

“They share their thoughts and make them known, So leaders hear more than their own.”

I CAN | I can connect details from different parts of a poem.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Own the theme.

Write a theme for the whole poem in a full sentence. Make it a lesson beyond this poem.

"A voice may start out soft and small, Yet one brave question can reach all."

I CAN | I can write a global lesson supported by the whole poem.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend a theme and name a trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote: **Voices, questions, leaders, and streets**. Explain why it is a trap and name the trap.

"When people listen, learn, and say, One voice can start a mighty wave."

I CAN | I can explain why a word association is not a theme.



Find the theme on your own.

Write the topic in one or two words. Then write a theme and copy two lines that support it.

Go back to the poem.

Write the **topic in one or two words.**

Write a theme in a full sentence. Copy two supporting lines.

I CAN | I can tell the topic from the theme and use evidence.

THEME

Answers, across the five thinking levels.

NOTICE The words spoken all alone and stronger tone hint that one person's words can gain power when others join in.

CHOOSE C. Speaking together can help people create change. A is Word association from the lines because it repeats poem words without a lesson. B does not fit.

SHOW People share thoughts so leaders hear more than their own, and the poem ends by saying one voice can start a mighty wave. These details show that speaking can grow into wider action.

OWN Answers vary. Example: One brave person can inspire others to speak up and help create change.

DEFEND Word association from the lines. The answer strings together poem words but does not tell a life lesson. A stronger theme explains that one voice can inspire wider action.

YOUR TURN Answers vary. Topic: speaking up. Theme: One brave voice can encourage many people to act. Lines: A question grows and conquers fears. / Then other voices rise to meet.



THEME

READ THIS PASSAGE EXCERPT.

“A whisper travels down the street, Then other voices rise to meet. ... One voice can start a mighty wave.”

Which statement best describes a theme of the poem?

- A** One person's brave words can inspire others to create change.
- B** Questions and voices can be heard on a street.
- C** Every leader listens to every question.
- D** People should never speak softly.



THEME

The answer is A.

A One person's brave words can inspire others to create change. Correct.
Correct. One voice grows into many voices, and people speak to protect the change they seek.

B Questions and voices can be heard on a street.
Word association from the lines. This names a setting detail instead of a life lesson.

C Every leader listens to every question.
Too broad. The poem says leaders can hear more than their own thoughts, not that every leader listens.

D People should never speak softly.
Opposite. The poem says a voice may start out soft and small.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a lesson stated in a full sentence.

Images help readers picture an idea, but the theme explains the larger lesson.

THIS WEEK’S FOCUS

Theme

from “One Voice Can Start a Wave”

A poem can develop more than one **theme**. The image of asking and listening supports the lesson **careful questions and listening can help people work toward fairness**. STAAR asks: **How do the images in lines 3 and 4 support the theme?** Watch for **Topic word, not theme**: fairness names an idea but does not state the lesson.

This deck teaches **using imagery to find a poem's theme** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice how an image hints at a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the image and lesson.

Picture the person asking and another person stopping to listen. What larger lesson could these actions suggest?

“One person asks, ‘Is this thing fair?’ Another stops to listen there.”

I CAN | I can use an image to think about a larger lesson.



TODAY'S THINKING JOB

CHOOSE

“I can explain how an image supports a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose what the images support.

STAAR asks: **How do the images in lines 3 and 4 support the theme?** Choose the best explanation.

“A question grows and conquers fears.”

A The images show fairness. • **B** Questions and listening can help people think about fairness. • **C** The images show that everyone lives on one street

I CAN | I can connect an image to a complete theme.



TODAY'S THINKING JOB

SHOW

“I can show how images and later details support a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how the idea grows.

Explain how the image near the beginning and a later detail support the theme that questions and listening can help people work toward fairness.

“A question traveled town to town: ‘Should distant rulers hold us down?’”

I CAN | I can connect an early image to the poem's message.



TODAY'S THINKING JOB

OWN

“I can write a theme supported by imagery.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write one theme for the whole poem. Use the asking and listening image as evidence.

“Their separate voices formed a call, And one by one they joined them all.”

I CAN | I can write a global lesson instead of a topic word.



THEME

TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a topic trap."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student answered: **Fairness**. Explain why it is a trap and name the trap.

"Some wrote petitions, some would meet, Some joined in protest in the street."

I CAN | I can explain why a topic word is not a theme.



Find the theme on your own.

Write the topic, a theme, and explain how the asking and listening image supports it.

Go back to the poem.

Write the topic.

Write a theme and explain how the asking and listening image supports it.

I CAN | I can turn an image into a theme and explain its support.

THEME

Answers, across the five thinking levels.

NOTICE The image suggests that listening to questions can help people consider fairness.

CHOOSE B. Questions and listening can help people think about fairness. A is Topic word, not theme. C is not supported.

SHOW The image shows a person asking about fairness while another listens. Later, people speak so leaders hear more than their own thoughts. Together, these details show that questions and listening can lead to fairer change.

OWN Answers vary. Example: Listening to different voices can help people understand problems and work toward fair change.

DEFEND Topic word, not theme. Fairness is an idea, but it does not explain what the image teaches. A complete answer could say that listening to questions helps people work toward fairness.

YOUR TURN Answers vary. Topic: fairness and voice. Theme: Listening to different viewpoints can help people make fairer choices. The person asks about fairness and another person listens.

THEME

READ THIS PASSAGE EXCERPT.

“One person asks, ‘Is this thing fair?’ Another stops to listen there. ... And one voice still can start a wave.”

How do the images in lines 3 and 4 support a theme of the poem?

- A** They show that fairness is an important word.
- B** They show that asking questions and listening can help people work toward fair choices.
- C** They show that all people live close to one another.
- D** They show that leaders always make fair choices.



THEME

The answer is B.

- A** **They show that fairness is an important word.**
Topic word, not theme. Fairness is an idea, but this does not explain the image's lesson.
- B** **They show that asking questions and listening can help people work toward fair choices. Correct.**
Correct. One person asks about fairness and another listens, supporting this larger lesson.
- C** **They show that all people live close to one another.**
Not in the text. The street is an image, but the poem does not teach that all people live close together.
- D** **They show that leaders always make fair choices.**
Too broad. The poem says people help leaders hear more than their own thoughts.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a lesson that fits the whole poem, not one small part.

A poem can develop multiple themes as its stanzas add new examples.

THIS WEEK’S FOCUS

Theme

from “Try, Learn, Change”

A poem can develop more than one **theme**. The theme builds from observing clues, to learning from evidence, to changing a first answer when facts show a better one. STAAR asks: **How does the theme build from stanza to stanza?** Avoid **Describes one stanza only**: a correct answer explains the movement across both stanzas.

This deck teaches **following a theme across stanzas** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the first step in a poem's theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the starting idea.

Read the opening. What does the poet tell readers to do before choosing an answer?

“Before you choose what you should do, First stop and see what facts tell you.”

I CAN | I can notice how a stanza begins to teach a lesson.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme that follows the poem.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the developing theme.

STAAR asks: **How does the theme build from stanza to stanza?** Choose the answer that describes the full movement.

“The lesson isn't, ‘One is best,’ But how each answer fits its test.”

A Kendrix changes her mind about watering plants • **B** Every first answer is wrong • **C** People should use evidence and change their thinking when needed

I CAN | I can reject an answer that Describes one stanza only.



TODAY'S THINKING JOB

SHOW

“I can explain how a theme develops across stanzas.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show how the theme builds.

Explain how the first stanza starts the theme and how the second stanza extends it.

“It meant the evidence had shown A stronger answer than she'd known.”

I CAN | I can connect the first stanza to the second stanza.



TODAY'S THINKING JOB

OWN

“I can write a theme that fits every part.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the theme.

Write a theme for the whole poem. Include evidence and changing a first idea.

“Good thinkers do not guard a guess; They change when facts suggest what's best.”

I CAN | I can write a lesson supported by all the examples.



TODAY'S THINKING JOB

DEFEND

"I can defend a theme against a narrow answer."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student answered: **Kendrix changes her mind about watering the plants.** Explain why it is a trap and name the trap.

"A wrong first answer isn't strange; New information helps us change."

Find the theme on your own.

Write the topic, a theme, and one detail from each stanza that supports it.

Go back to the poem.

Write the topic.

Write a theme. Name one detail from each stanza.

I CAN | I can write a theme and prove it builds across stanzas.

THEME

Answers, across the five thinking levels.

NOTICE The first stanza begins the lesson that people should observe facts before deciding what to do.

CHOOSE C. People should use evidence and change their thinking when needed. A Describes one stanza only. B is not supported.

SHOW The first stanza shows that responses should fit their situations. The second adds testing and community decisions, showing that good thinkers change when new evidence suggests a stronger answer.

OWN Answers vary. Example: Strong thinkers use evidence to test ideas and change when facts point to a better answer.

DEFEND Describes one stanza only. Kendrix is one example, but the poem also discusses animals, settlers, Edison, and communities. A theme must connect the larger idea across both stanzas.

YOUR TURN Answers vary. Topic: evidence and thinking. Theme: Good thinkers use evidence and change ideas when facts show a better answer. Stanza 1: facts tell you what to do. Stanza 2: new information helps us change.



THEME

READ THIS PASSAGE EXCERPT.

“Before you choose what you should do, First stop and see what facts tell you. ... Good thinkers do not guard a guess; They change when facts suggest what's best.”

How does the theme build from stanza to stanza?

- A** The first stanza describes a turtle, and the second describes a garden.
- B** The poem says that every first answer is wrong.
- C** The poem teaches that careful thinkers observe facts, test ideas, and change when evidence suggests a better answer.
- D** The poem says that careful thinking is only useful for scientists.

THEME

The answer is C.

A

The first stanza describes a turtle, and the second describes a garden.

Describes one stanza only. It names examples rather than explaining how the lesson builds.

B

The poem says that every first answer is wrong.

Too broad. The poem says a first answer may need change, not that every first answer is wrong.

C

The poem teaches that careful thinkers observe facts, test ideas, and change when evidence suggests a better answer. **Correct.**

Correct. The poem moves from observing facts to testing and changing ideas when evidence shows a stronger answer.

D

The poem says that careful thinking is only useful for scientists.

Not in the text. The poem also applies careful thinking to animals, settlers, gardens, and communities.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

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

A theme is a global lesson stated in a full sentence.

One poem can develop multiple themes, and each theme needs evidence.

THIS WEEK’S FOCUS

Theme

from “Try, Learn, Change”

One poem can develop **multiple themes**. It teaches that useful responses fit the situation and that people should use evidence to adapt their thinking. STAAR asks: **What two themes does the poem develop, and which lines prove each?** Avoid **Life lesson not supported by this text**: a theme must be developed by the poem.

This deck teaches **finding multiple themes in one poem** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice multiple themes in one poem.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice more than one lesson.

Read the lines. What does the poem teach about choosing a response, and about learning from facts?

“A useful response fits the need, The place, the challenge, and the speed.”

I CAN | I can notice two lessons and look for evidence.



TODAY'S THINKING JOB

CHOOSE

“I can choose multiple themes the poem supports.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the pair of themes.

STAAR asks: **What two themes does the poem develop, and which lines prove each?** Choose the pair supported by the poem.

“When people listen, learn, adapt, A challenge can reveal a path.”

A Responses should fit situations and evidence can change thinking • **B** Every challenge has one right response • **C** Gardens and inventions are topics, and all people learn exactly alike

I CAN | I can match each theme to evidence and reject an unsupported lesson.



TODAY'S THINKING JOB

SHOW

“I can support two themes with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show evidence for both themes.

Use one detail for each theme: a response should fit its situation, and evidence can help people change their thinking.

“The evidence refused to fit The answer she had chosen first.”

I CAN | I can match different details to different themes.



TODAY'S THINKING JOB

OWN

“I can write multiple themes and support each with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the multiple themes.

Write two themes in full sentences. Under each, name one line or detail that proves it.

“Good thinking values facts and truth.”

I CAN | I can write two different global lessons.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject an unsupported life lesson."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote: **Every difficult problem will end with a reward.** Explain why it is a trap and name the trap.

"A compromise can end debate, Yet leave injustice in its wake."

I CAN

I can explain why a nice idea is not automatically this poem's theme.



Find multiple themes on your own.

Write two themes. Under each, copy a line or detail that supports it.

Go back to the poem.
Write two themes in full sentences.
Copy one supporting line or detail under each.

I CAN | I can find two themes and match evidence to each.

THEME

Answers, across the five thinking levels.

NOTICE One theme is that a good response fits the situation. Another is that people need to learn from the facts of a challenge.

CHOOSE A. Responses should fit situations and evidence can change thinking. B is Life lesson not supported by this text.

SHOW The poem says a response fits the need, place, challenge, and speed, supporting the first theme. Kendrix changes her plan when evidence does not fit, supporting the second theme.

OWN Answers vary. Theme 1: responses fit situations. Evidence: A useful response fits the need, The place, the challenge, and the speed. Theme 2: evidence can change thinking. Evidence: New information helps us change.

DEFEND Life lesson not supported by this text. The poem discusses learning and outcomes, but it never promises that every difficult problem ends with a reward.

YOUR TURN Answers vary. Theme 1: A useful response fits the situation. Line: A useful response fits the need, The place, the challenge, and the speed. Theme 2: Evidence can help people change. Line: New information helps us change.

THEME

READ THIS PASSAGE EXCERPT.

“A useful response fits the need, The place, the challenge, and the speed. ... New information helps us change.”

Which two themes does the poem develop?

- A** Every challenge ends well and plans should never be questioned
- B** Responses should fit situations, and evidence can change thinking
- C** Gardens and inventions are important, and all people learn alike
- D** Everyone should adapt quickly, and every change will bring a reward



THEME

The answer is B.

Every challenge ends well and plans should never be questioned

- A** Life lesson not supported by this text. The poem shows that plans may need revision and outcomes may be unfair.

B Responses should fit situations, and evidence can change thinking **Correct.**

- B** Correct. The poem shows that responses must fit challenges and evidence can lead people to revise plans.

Gardens and inventions are important, and all people learn alike

- C** Life lesson not supported by this text. Gardens and inventions are examples, and the poem shows different ways of learning.

Everyone should adapt quickly, and every change will bring a reward

- D** Life lesson not supported by this text. The poem does not promise rewards for every change.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is what a poem is about in a word or two.

A theme is a global life lesson in a full sentence.

Two poems may share themes, but each shared theme needs evidence from both poems.

THIS WEEK’S FOCUS

Theme

from “**One Voice Can Start a Wave and Try, Learn, Change**”

Two poems can share **themes**. Both poems show that informed people can learn, listen, and join their efforts to create change. STAAR asks: **What theme do both poems share?** Trap: **One poem only, too narrow.**

This deck teaches **finding themes across two poems** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

"I can notice a theme shared by two poems."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Notice a shared theme.

Read the line. What bigger lesson about people and change does it suggest?

"A change may start with one small sound, But grows as others gather round."

I CAN | I can look for one lesson supported by both poems.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme that fits both poems.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the shared theme.

STAAR asks: **What theme do both poems share?** Choose the lesson supported by both.

“When people listen, learn, adapt, A challenge can reveal a path.”

A The colonists had many disagreements • **B** Animals use instinct to survive • **C** People can create change by learning and working together

I CAN | I can reject a detail from only one poem.



TODAY'S THINKING JOB

SHOW

“I can support a shared theme with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show both poems support it.

Explain how both poems support the theme that learning and joining efforts can create change.

**“But voices reach their greatest height When facts and listening
guide what's right.”**

I CAN | I can match one detail from each poem to the same lesson.



TODAY'S THINKING JOB

OWN

“I can write a theme shared by two poems.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the shared theme.

Write one theme that both poems develop. Under it, name one supporting detail from each poem.

“Their separate voices formed a choir; Their shared concerns became a fire.”

I CAN | I can write a global lesson and support it twice.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a one-poem theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote: **People should check sources about the Revolution.** Explain the trap and fix it.

"A useful response fits the need, The place, the challenge, and the speed."

I CAN | I can explain why a narrow answer does not fit both texts.



Find the shared theme on your own.

Write one theme shared by both poems. Copy one line or detail from each poem that supports it.

Read both poems again.
Write one shared theme.
Copy one supporting detail from each poem.

I CAN | I can state a shared theme and defend it with evidence from both poems.

THEME

Answers, across the five thinking levels.

NOTICE A small effort can grow when people join together. I should check whether the other poem develops the same lesson.

CHOOSE C. People can create change by learning and working together. The other choices are One poem only, too narrow details; the shared lesson is about learning and joining efforts.

SHOW The first poem says facts and listening guide strong voices. The second poem shows people observing, learning, and changing plans. Both support learning before acting.

OWN Answers vary. Example: Good choices grow stronger when people learn from facts and work with others.

DEFEND One poem only, too narrow. Checking sources fits the first poem, but the answer does not include the second poem's lesson about fitting a response.

YOUR TURN Answers vary. Example: People make wiser changes when they listen, learn, and use evidence. Evidence: informed voices listen; new information helps us change.



THEME

READ THIS PASSAGE EXCERPT.

“But voices reach their greatest height When facts and listening guide what's right. ... We learn, revise, and rearrange, Because good thinkers know to change.”

What theme do both poems share?

- A** Every loud voice should win an argument
- B** Animals must use one kind of response
- C** The Revolution was caused by one question
- D** People can create positive change by learning, listening, and working with others



THEME

The answer is D.

- A Every loud voice should win an argument**
Opposite. The first poem says louder does not equal right and values listening.
- B Animals must use one kind of response**
One poem only, too narrow. The second poem explains that useful responses fit different challenges.
- C The Revolution was caused by one question**
One poem only, too narrow. The Revolution is one example, not a shared life lesson.
- D People can create positive change by learning, listening, and working with others **Correct.****
Correct. Both poems show that informed learning and cooperation can guide people through change.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A topic is a word or two about the text.

A theme or message is a full-sentence lesson.

A connection must explain how both texts develop the same lesson.

THIS WEEK’S FOCUS

Theme

from “Try, Learn, Change and How Change Happens: Observe, Adapt, Test, and Improve”

A poem's **theme** and a research text's message can connect. Both texts can develop related **themes** about observing evidence, adapting, and checking results. STAAR asks how one lesson connects to another. Trap: **Topic-adjacent statement as message.**

This deck teaches **connecting a theme and a message** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a theme that connects to a message.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the connected lesson.

Read the line. What lesson about evidence does the poem develop?

“The evidence refused to fit The answer she had chosen first.”

I CAN | I can find the lesson beneath a topic word.



TODAY'S THINKING JOB

CHOOSE

"I can connect a theme and a message."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the connected lesson.

How does the poem's theme connect to the research text's message? Choose the best connection.

"Good thinking values facts and truth."

A Both texts teach that evidence can lead people to revise a plan • **B** Both texts are about plants and gardens • **C** Both texts say every first idea is correct

I CAN | I can choose a lesson, not a topic-adjacent statement.



TODAY'S THINKING JOB

SHOW

“I can show how two texts connect.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the connection.

Explain how the poem and research text both support the lesson that evidence can change thinking.

“When people listen, learn, adapt, A challenge can reveal a path.”

I CAN | I can use evidence from both a poem and a research text.



TODAY'S THINKING JOB

OWN

“I can explain how a theme connects to a message.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the connection.

Write the poem's theme and the research text's message. Then explain their connection in one sentence.

“The first task is to observe. What is actually happening?”

I CAN | I can state two lessons and link them with evidence.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a topic-adjacent message."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote: **Plants, animals, and inventions are important.** Explain why it is a trap.

"The important lesson is not simply: Do not overwater plants."

I CAN | I can explain why a topic is not the lesson.



Find the connection on your own.

Write one theme from the poem, one message from the research text, and a sentence explaining how they connect.

Read both texts again.
Write one theme and one message.
Explain how the lessons connect with evidence.

I CAN | I can connect a theme and a message with evidence from both texts.

THEME

Answers, across the five thinking levels.

NOTICE Evidence can show that a first answer needs to change. The research text develops the same idea with science and history examples.

CHOOSE A. Both texts teach that evidence can lead people to revise a plan.

SHOW The poem shows people changing a plan when facts are new. The research text explains the same process through plants, inventions, and decisions.

OWN Answers vary. Example: The poem teaches that thinkers should change when evidence demands it, and the research text explains why observing and testing help people make better decisions. Both value evidence over guessing.

DEFEND Topic-adjacent statement as message. Plants, animals, and inventions are topics and examples. The deeper message is about using evidence to change a plan.

YOUR TURN Answers vary. Theme: New evidence can change a person's thinking. Message: Observe, test, and revise when a plan does not work. Connection: Both texts value evidence over stubbornness.

THEME

READ THIS PASSAGE EXCERPT.

“The evidence refused to fit The answer she had chosen first. ... When evidence does not support your first explanation, change the explanation.”

How does a theme from the poem connect to the message of the research text?

- A** Both texts are mainly about garden plants
- B** Both texts say people should work faster
- C** Both texts teach that evidence can show when a plan needs to change
- D** Both texts explain that every problem has one simple answer



THEME

The answer is C.

- A Both texts are mainly about garden plants**
Topic-adjacent statement as message. Plants are one example, not the lesson of both texts.
- B Both texts say people should work faster**
Not in the text. The texts emphasize observing, testing, and learning, not speed.
- C Both texts teach that evidence can show when a plan needs to change **Correct.****
Correct. The poem and research text both show people revising a response when evidence does not fit.
- D Both texts explain that every problem has one simple answer**
Opposite. Both texts show that challenges may require different responses and revision.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

The topic is the subject of a story.

A theme is a life lesson that reaches beyond the story.

A shared theme must be supported by evidence in both stories.

THIS WEEK’S FOCUS

Theme

from “The Ocean Lesson and A Gift that Welcomed Millions”

Two stories can share **themes** even when their settings differ. Both stories show that facing a new situation with openness and learning can help people move forward. Trap: **Generic moral that fits many stories.**

This deck teaches **finding a theme shared by two stories** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



THEME

TODAY'S THINKING JOB

NOTICE

“I can notice a theme across two stories.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice the shared lesson.

Read the line. What lesson about learning from a new situation does it suggest?

“Nyla compared the orcas to the sea turtles.”

I CAN | I can look beneath different story details for one lesson.



TODAY'S THINKING JOB

CHOOSE

“I can choose a theme supported by two stories.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Choose the shared theme.

Which theme connects both stories, and what evidence could prove it? Choose the strongest lesson.

“Nyla thought about what she had seen.”

A Kindness always solves every problem • **B** Animals and statues are important symbols • **C** People can learn from others and stay hopeful during change

I CAN | I can reject a generic moral and use story evidence.



TODAY'S THINKING JOB

SHOW

“I can prove a shared theme with evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show the shared theme.

Explain how both stories support the theme that people can learn from others when facing new possibilities.

“The orcas survived by working together.”

I CAN | I can connect details from two stories to one lesson.



TODAY'S THINKING JOB

OWN

“I can write a shared theme in my own words.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Own the shared theme.

Write a theme shared by both stories. Name one detail from each story that supports it.

“The Statue of Liberty had not promised that life would be easy.”

I CAN | I can write one global lesson and defend it twice.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a generic moral."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote: **Always be kind because kindness solves every problem.** Explain why it is a trap.

"Nyla laughed softly at the joke, but she also understood the point."

I CAN | I can explain why a nice idea is not automatically a shared theme.



Find the shared theme on your own.

Write one theme shared by both stories. Copy one detail from each story that proves it.

Read both stories again.
Write one shared theme.
Copy one detail from each story to defend it.

I CAN | I can state a shared theme and prove it with evidence from two stories.

THEME

Answers, across the five thinking levels.

NOTICE Different situations may require different ways of responding. I should check whether Rosa's story develops a related lesson about entering a new life.

CHOOSE C. People can learn from others and stay hopeful during change.

SHOW The orcas learn by watching older members and working together. Rosa learns what the statue represents and imagines possibilities for her family's new life.

OWN Answers vary. Example: New experiences become more manageable when people learn, cooperate, and keep hope.

DEFEND Generic moral that fits many stories. The stories show learning, cooperation, and hope in specific situations, but they do not say kindness solves every problem.

YOUR TURN Answers vary. Example: People can face change with greater confidence when they learn from others and keep hope. Evidence: orcas learn from older orcas; Rosa sees the statue as a sign of hope for a new life.

THEME

READ THIS PASSAGE EXCERPT.

“Nyla noticed how the orcas stayed close and moved as a team. ... The Statue of Liberty had not promised that life would be easy.”

Which theme connects the two stories?

- A** Every journey is easy if a person stays cheerful
- B** People can learn from others and face new possibilities with hope
- C** Animals and statues are important symbols
- D** Kindness always solves every problem



THEME

The answer is B.

- A Every journey is easy if a person stays cheerful**
Opposite. The statue had not promised that life would be easy.
- B People can learn from others and face new possibilities with hope Correct.**
Correct. The orcas learn through cooperation, and Rosa faces a new life with hope and new understanding.
- C Animals and statues are important symbols**
Topic, not theme. These are story elements, not a life lesson.
- D Kindness always solves every problem**
Generic moral that fits many stories. Neither story develops this broad claim.



THEME

EXACT TEKS WORDING (FROM TEA)

“infer multiple themes within a text using text evidence”

WHAT DOES THIS MEAN TO ME?

A topic is a word or two about a text.

A theme is a global life lesson in a full sentence.

A strong response states a theme and defends it with evidence.

THIS WEEK’S FOCUS

Theme

from “**Student choice: A Visit to the Workshop or Try, Learn, Change**”

This capstone asks you to state one of the **themes** from a text read this year and defend it with evidence. A theme is a life lesson, not a topic word. Trap: **Topic word, not theme.**

This deck teaches **defending a theme in writing** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice words that point to a theme.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Notice a theme clue.

Read the line. What lesson about solving problems does it suggest?

“‘But a failed test can still teach us something,’ he continued.”

I CAN | I can turn a text detail into a global life lesson.



TODAY'S THINKING JOB

CHOOSE

"I can choose a full-sentence theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Choose the theme.

Which statement is a theme developed by the reread texts? Choose a full life lesson.

"The light that finally filled a room Did not appear from sudden bloom."

A Testing and inventions • **B** People can improve when they use evidence and revise their ideas • **C** Edison and electric lights

I CAN | I can reject a topic word as an answer.



TODAY'S THINKING JOB

SHOW

“I can defend a theme with text evidence.”

EXACT TEKS WORDING

“infer multiple themes within a text using text evidence”

Show evidence for the theme.

How do the reread texts support the theme that evidence and revision help people improve?

“A broken bulb could still provide A clue about what next to try.”

I CAN | I can explain how a detail supports a global lesson.



TODAY'S THINKING JOB

OWN

"I can write and defend a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Own the theme in writing.

State one theme from a text read this year. Defend it with two details and explain each connection.

"It followed testing, notes, mistakes, And many choices teams would make."

I CAN | I can state a life lesson and support it with evidence.



THEME

TODAY'S THINKING JOB

DEFEND

"I can reject a topic word as a theme."

EXACT TEKS WORDING

"infer multiple themes within a text using text evidence"

Defend against the trap.

A student wrote: **Electric bulbs and experiments.** Explain why it is not a theme.

"The bright bulb in front of her had come after many dark ones."

I CAN | I can explain why a topic must become a life lesson.



Defend a theme on your own.

Choose one reread text. State a theme, copy two supporting details, and explain how each detail proves it.

Choose one reread text.

State one theme.

Copy two details and explain how each defends your theme.

I CAN | I can write a theme and defend it with two pieces of evidence.

THEME

Answers, across the five thinking levels.

NOTICE Mistakes can provide information that helps people improve. The line points beyond one failed test.

CHOOSE B. People can improve when they use evidence and revise their ideas.

SHOW The broken bulb gives workers a clue about what to try next. The poem also says new evidence can change a person's way, so both details support improvement through revision.

OWN Answers vary. Example: Improvement often requires patience, evidence, and repeated attempts. The workshop shows testing and mistakes; the poem says new information helps us change.

DEFEND Topic word, not theme. Electric bulbs and experiments name subjects in the story, but they do not state what the text teaches about them.

YOUR TURN Answers vary. Example: People improve when they learn from evidence. Details: a broken bulb gives workers a clue; new information helps thinkers change.



THEME

READ THIS PASSAGE EXCERPT.

“But a failed test can still teach us something ... New information helps us change.”

Which statement best describes a theme developed by the reread texts?

A Experiments and electric bulbs

B People should never change an idea

C Students learn about inventions in school

D People can improve by learning from evidence and revising their ideas



THEME

The answer is D.

- A Experiments and electric bulbs**
Topic word, not theme. These words name subjects, but they do not state a life lesson.
- B People should never change an idea**
Opposite. The texts praise changing an idea when new evidence requires it.
- C Students learn about inventions in school**
Not in the text. The texts do not teach this statement as a lesson.
- D People can improve by learning from evidence and revising their ideas **Correct.****
Correct. Failed tests provide clues, and new information helps thinkers change and improve.

