

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.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)***“This week we will separate a topic from a theme. The topic names the subject. A theme is a lesson that fits the whole story.”***▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.***“We will use evidence to find themes and spot the Topic word, not theme trap.”***▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

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

CHECK FOR UNDERSTANDING

Ask a student to name a topic and a full-sentence theme.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

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Grade 5 · Prepare Cluster · Theme · Monday

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a topic and a hint of a theme."

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

"A topic names the subject. A theme gives a lesson that can reach beyond this story."

▶ Students write *TOPIC*: chocolate chip cookies and circle the hint words.

ANSWER KEY: Chocolate chip cookies are the topic. The line hints that stories should be checked.

CHECK FOR UNDERSTANDING

Ask a student to name the topic and the hint words.

COMMON MISCONCEPTION

Students may turn the topic word into the theme. A theme must be a full life lesson.

POSSIBLE STUDENT QUESTION

Can chocolate chip cookies be a theme? No. They are the topic, not a lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second hint from the ending.

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.

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Grade 5 • Prepare Cluster • Theme • Tuesday

TEKS 5.8(A) • Theme • Week 1 of 36 • Prepare Cluster • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme instead of a topic word."

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

"Which choice is a life lesson? Which choice only names something in the story?"

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

ANSWER KEY: A. Evidence should guide what people believe.

CHECK FOR UNDERSTANDING

Ask why B is not a theme.

COMMON MISCONCEPTION

Students may choose B because cookies appear often. Frequent does not make a topic a lesson.

POSSIBLE STUDENT QUESTION

What is a topic trap? It names the subject instead of stating what the text teaches.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to restate A in their own words.

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.

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Grade 5 · Prepare Cluster · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how two details support a theme."

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

"Name the action and the ending. Together they show the lesson better than one detail alone."

▶ Students name two details and connect each one to the theme.

ANSWER KEY: Comparing sources and asking what the evidence shows support the theme.

CHECK FOR UNDERSTANDING

Ask for two supporting details.

COMMON MISCONCEPTION

Students may only say "cookies." Push for an action or idea from the text.

POSSIBLE STUDENT QUESTION

Why use two details? They show the lesson across more of the story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which detail comes from the ending.

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.

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Grade 5 · Prepare Cluster · Theme · Thursday

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Start with the topic, then ask what the characters learn about it."

▶ Students write one theme and add a second possible theme if they can.

ANSWER KEY: Example: People make wiser choices when they check evidence before believing a story.

CHECK FOR UNDERSTANDING

Ask why the theme fits the ending too.

COMMON MISCONCEPTION

Students may write a summary. A theme teaches; it does not retell.

POSSIBLE STUDENT QUESTION

How can I test my theme? Ask whether it is true beyond this story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to connect the theme to a real-life choice.

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.

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Grade 5 · Prepare Cluster · Theme · Friday

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can explain why a topic word is not a theme."

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

"A topic word tells what the text is about. A theme tells what people can learn."

▶ Students name the trap and revise the answer into a life lesson.

ANSWER KEY: Topic word, not theme. Cookies are the subject, not the lesson.

CHECK FOR UNDERSTANDING

Ask for a line that supports the corrected theme.

COMMON MISCONCEPTION

Students may accept the answer because cookies matter to the plot. Plot importance is not a life lesson.

POSSIBLE STUDENT QUESTION

What must a theme do? It must teach something that can be true beyond the story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to turn the topic into a full theme.

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.

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

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

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

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

“Topic first, then a theme in a full sentence, then a proof line.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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?”

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because cookies appear throughout the story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is 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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will follow the character's learning. A character's change can reveal a theme, but a theme must be a lesson for life.”

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

“We will separate a global lesson from a setting or event trap.”

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

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

CHECK FOR UNDERSTANDING

Ask what a character can learn from changing an idea.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice what a character 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.

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Grade 5 • Prepare Cluster • Theme • Monday

TEKS 5.8(A) • Theme • Week 2 of 36 • Prepare Cluster • Module 2 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice what a character learns."

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

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

▶ Students underline the old behavior and write what changed.

ANSWER KEY: Lucia used to repeat the story. Now she questions it.

CHECK FOR UNDERSTANDING

Ask what Lucia did before and what she does now.

COMMON MISCONCEPTION

Students may write "Lucia learns about cookies." That is a topic, not her lesson.

POSSIBLE STUDENT QUESTION

Does a character's change name the whole theme? It gives evidence for a theme.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a character lesson. Keep the demand at this level.

RAISE THE THINKING

Ask for a lesson another reader could use.

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.

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Grade 5 • Prepare Cluster • Theme • Tuesday

TEKS 5.8(A) • Theme • Week 2 of 36 • Prepare Cluster • Module 2 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose a lesson instead of an event."

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

"Which answer is a lesson? Which answer is a setting or event?"

▶ Students choose, then label the event trap in the other choices.

ANSWER KEY: B. People should check interesting claims.

CHECK FOR UNDERSTANDING

Ask whether the selected answer teaches a life lesson.

COMMON MISCONCEPTION

Students may choose A because the cookie event is memorable. A theme explains what the event teaches.

POSSIBLE STUDENT QUESTION

What makes an event different from a theme? An event tells what happened; a theme tells what it teaches.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about separating event from theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain the lesson Lucia actually learns.

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.

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Grade 5 · Prepare Cluster · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is **SHOW**. I can connect a character's change to a theme."

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

"Use what the character did before and after the investigation."

▶ Students cite one earlier detail and the ending detail.

ANSWER KEY: Lucia changes from repeating claims to questioning them.

CHECK FOR UNDERSTANDING

Ask for one before detail and one after detail.

COMMON MISCONCEPTION

Students may retell the cookie mystery without explaining the lesson.

POSSIBLE STUDENT QUESTION

Why is the ending useful? It shows what Lucia will do differently next time.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a character lesson. Keep the demand at this level.

RAISE THE THINKING

Ask how Jordan also changes.

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.

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Grade 5 · Prepare Cluster · Theme · Thursday

TEKS 5.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

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

 ~4 min

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

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

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

"Turn the character's learning into advice that could help anyone."

▶ Students write one theme and one supporting line.

ANSWER KEY: Example: People should check evidence before accepting a claim.

CHECK FOR UNDERSTANDING

Ask why the theme is true beyond Lucia.

COMMON MISCONCEPTION

Students may write "Lucia wonders about stories." That is a character action, not a theme.

POSSIBLE STUDENT QUESTION

How do I make a character lesson global? Replace the character's name with people.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second theme about research.

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.

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Grade 5 · Prepare Cluster · Theme · Friday

TEKS 5.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject an event as a theme."

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

"An event can support a theme, but it is not the theme itself."

▶ Students name the trap and revise the event into a life lesson.

ANSWER KEY: Setting or event, not theme. Eating cookies is what happened, not what the story teaches.

CHECK FOR UNDERSTANDING

Ask for evidence of the actual lesson.

COMMON MISCONCEPTION

Students may accept an event because it is memorable. Memorable is not the same as global.

POSSIBLE STUDENT QUESTION

Can an event support a theme? Yes, but it cannot replace the lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to turn the event into a theme.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“Find the change, state the lesson, and prove it with a line.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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?”

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the cookie event is memorable.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A** **People should 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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will turn the class's decision-making into a theme. A theme is a full-sentence lesson, not the topic word.”

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

“We will use surveys, viewpoints, and the final recommendation as evidence for more than one theme.”

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

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

CHECK FOR UNDERSTANDING

Ask what helps a group make a strong choice.

RAISE THE THINKING

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

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.

The Writing Academy®, LLC

Grade 5 • Prepare Cluster • Theme • Tuesday

TEKS 5.8(A) • Theme • Week 3 of 36 • Prepare Cluster • Module 3 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

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

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

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

"Which choice gives advice for life? Which choices only name the subject or event?"

▶ Students choose and mark the topic word as a trap.

ANSWER KEY: C. Strong decisions require listening and information.

CHECK FOR UNDERSTANDING

Ask why A cannot teach a lesson.

COMMON MISCONCEPTION

Students may choose A because desserts appear throughout the story.

POSSIBLE STUDENT QUESTION

What makes C a theme? It is a full lesson that can fit many decisions.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to say C without the word require.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can connect several details to a theme."

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

"Name what the class collected and how that changed the recommendation."

▶ Students list two kinds of information and one viewpoint.

ANSWER KEY: Reasons, costs, health concerns, and viewpoints support the theme.

CHECK FOR UNDERSTANDING

Ask for two kinds of information the class used.

COMMON MISCONCEPTION

Students may only say the class voted. Voting alone does not explain the theme.

POSSIBLE STUDENT QUESTION

Why does reasoning matter? It helps a group make a fair, informed choice.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which survey was more useful and why.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Theme · Thursday

TEKS 5.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

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

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

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

"Turn what the class did into a lesson that could guide another group."

▶ Students write a theme and underline the words that make it global.

ANSWER KEY: Example: Strong decisions improve when people listen to different viewpoints and use information.

CHECK FOR UNDERSTANDING

Ask how the theme fits both surveys and the final plan.

COMMON MISCONCEPTION

Students may summarize the recommendation. A theme explains what the recommendation teaches.

POSSIBLE STUDENT QUESTION

Can a theme name cookies or bananas? No. Keep story-only details out of a global lesson.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a full-sentence theme. Keep the demand at this level.

RAISE THE THINKING

Ask for a second theme about compromise.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Theme · Friday

TEKS 5.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can explain why a topic word is not a theme."

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

"A topic word can be important without being the message."

▶ Students name the trap and rewrite the answer as a theme.

ANSWER KEY: Topic word, not theme. Desserts name the subject, not the lesson.

CHECK FOR UNDERSTANDING

Ask for a detail that supports the corrected theme.

COMMON MISCONCEPTION

Students may think a repeated topic is automatically a theme.

POSSIBLE STUDENT QUESTION

What question helps? Ask what the story teaches about the topic.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to turn desserts into a global lesson.

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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Name the topic, state the lesson, and copy a line that proves it."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because desserts are the story's subject.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is B.

- A 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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week



~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)***“This week we will match evidence to a theme. The best detail directly supports the lesson and fits the whole story.”**

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

“We will avoid a generic moral that sounds true but is not supported by this text.”

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

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

CHECK FOR UNDERSTANDING

Ask what makes one detail stronger evidence than another.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Theme · Monday

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a detail that supports a theme."

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

"A strong detail comes from this text and points directly to its lesson."

▶ Students circle the detail and write the part of the theme it supports.

ANSWER KEY: The survey is evidence that supports informed decisions.

CHECK FOR UNDERSTANDING

Ask what information the survey gave the class.

COMMON MISCONCEPTION

Students may choose any positive statement. The detail must fit this story.

POSSIBLE STUDENT QUESTION

Why is this detail stronger than "be nice"? It names evidence the class actually used.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing supporting evidence. Keep the demand at this level.

RAISE THE THINKING

Ask for another detail about listening.

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.

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Grade 5 • Prepare Cluster • Theme • Tuesday

TEKS 5.8(A) • Theme • Week 4 of 36 • Prepare Cluster • Module 4 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

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

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

"Which detail directly matches the words information and listening?"

▶ Students choose, then explain why one detail is weaker.

ANSWER KEY: A. The class listened to people who disagreed.

CHECK FOR UNDERSTANDING

Ask which words in A match the theme.

COMMON MISCONCEPTION

Students may choose B because posters are mentioned. Mentioned does not mean best support.

POSSIBLE STUDENT QUESTION

What makes evidence strong? It directly connects to the lesson and the whole story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second detail that would also support the theme.

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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can explain why a detail supports a theme."

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

"Use the line's action, then connect it to the theme's lesson."

▶ Students write the detail and one sentence explaining the connection.

ANSWER KEY: The answers were useful because they gave reasons for different choices.

CHECK FOR UNDERSTANDING

Ask how the detail connects to the final plan.

COMMON MISCONCEPTION

Students may say only that the line is important. Explain why it matters.

POSSIBLE STUDENT QUESTION

Why is a detail about oatmeal weaker? It is one small event, not the main lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to compare two supporting details.

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.

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Grade 5 · Prepare Cluster · Theme · Thursday

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

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

~4 min

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

"Today's thinking job is OWN. I can state a theme and match evidence to it."

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

"A theme is global. Your supporting detail must be specific to this text."

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

ANSWER KEY: Example: Good decisions require listening to different viewpoints and using information.

CHECK FOR UNDERSTANDING

Ask why the detail supports the theme.

COMMON MISCONCEPTION

Students may write a generic moral such as "Always be kind." It does not use this text's evidence.

POSSIBLE STUDENT QUESTION

Can a true moral still be wrong here? Yes, if the text does not support it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another theme supported by the final paragraph.

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.

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Grade 5 · Prepare Cluster · Theme · Friday

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject a generic moral that the text does not support."

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

"A generic moral can sound good and still fail because it is not supported by this text."

▶ Students name the trap and replace it with a text-supported theme.

ANSWER KEY: Generic moral that fits many stories. The story gives more specific evidence about decisions.

CHECK FOR UNDERSTANDING

Ask which details support the corrected theme.

COMMON MISCONCEPTION

Students may accept the answer because kindness is positive. Positive is not enough.

POSSIBLE STUDENT QUESTION

What should I ask about a generic moral? Does this text give clear evidence for it?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to make the moral more specific to the story.

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.

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

 ~5 min

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

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

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

“State the theme, copy two details, and explain the connection.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it is a memorable event but not the main evidence.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is 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.

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Theme

TEKS 5.8(A) · Theme · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will connect a character's problem to a theme. The problem is what must be faced; the theme is the life lesson the whole text teaches.”

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

“A text can develop more than one theme. We will use evidence and avoid the Setting or event, not theme trap.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to name a problem in a familiar story and the lesson it teaches.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Monday

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a problem and the lesson it suggests."

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

"Name the problem first. Then ask what the response teaches beyond this one beach."

▶ Students underline the problem and write one possible life lesson beside the NOTICE row.

ANSWER KEY: The problem is danger and uneven sand. Continuing hints at steady effort.

CHECK FOR UNDERSTANDING

Ask a student to name the problem without naming the beach.

COMMON MISCONCEPTION

Students may retell the beach scene. A theme explains what the problem teaches.

POSSIBLE STUDENT QUESTION

Is danger a theme? No. Danger is part of the problem. The theme is the lesson about facing it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask how the orcas face a different kind of challenge.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Theme • Tuesday

TEKS 5.8(A) • Theme • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose the theme part of a problem and lesson question."

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

"A theme reaches beyond the beach. A setting or event only tells where or what happened."

▶ Students choose privately, then label C with the trap name and explain why A is the lesson.

ANSWER KEY: B. Steady effort can help living things face difficult challenges.

CHECK FOR UNDERSTANDING

Ask why the setting cannot teach a life lesson by itself.

COMMON MISCONCEPTION

Students may choose A because it is the strongest theme. The practice choice is B so students can identify the setting trap.

POSSIBLE STUDENT QUESTION

What makes a theme global? It can be true beyond the beach and these turtles.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about separating event from theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the event into a theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can use evidence to explain a theme."

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

"Point to the problem, name the response, and connect both to the lesson."

▶ Students copy the key action and write one sentence explaining how it supports the theme.

ANSWER KEY: The turtles respond to danger by continuing toward safety, which supports the theme.

CHECK FOR UNDERSTANDING

Ask what the turtles do when the sand is uneven.

COMMON MISCONCEPTION

Students may say only that the turtles survive. Require the action that helps them.

POSSIBLE STUDENT QUESTION

Why does their movement matter? It shows how they respond to the problem.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for evidence from the orca part that supports a related theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme about a problem and its lesson."

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

"A strong theme fits the turtle problem and the orca problem, not just one scene."

▶ Students write one theme and, if supported, a second theme on the OWN row.

ANSWER KEY: Example: Different challenges may require different ways of solving problems.

CHECK FOR UNDERSTANDING

Ask how the theme fits both animals.

COMMON MISCONCEPTION

Students may write a summary about turtles and orcas. A theme states the lesson, not the plot.

POSSIBLE STUDENT QUESTION

Can a text have two themes? Yes. This text develops lessons about different helpful behaviors and survival.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about inferring themes from a whole text. Keep the demand at this level.

RAISE THE THINKING

Ask students to support a second theme with one turtle detail and one orca detail.

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.

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Grade 5 · Cluster 1 · Theme · Friday

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can reject a setting or event that is not a theme."

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

"A setting or event tells where or what happened. A theme tells what the whole text teaches."

▶ Students write the trap name, then revise the answer into a global theme.

ANSWER KEY: Setting or event, not theme. The beach is not a life lesson.

CHECK FOR UNDERSTANDING

Ask students to name one detail that supports the corrected theme.

COMMON MISCONCEPTION

Students may accept the beach answer because it is true. A true detail is not automatically a theme.

POSSIBLE STUDENT QUESTION

How can I fix the trap? Turn the event into a lesson that fits both animal examples.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a setting trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to make the corrected theme more precise.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

"Name the problem, write the theme as a full sentence, and copy the proof line."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the beach is a true detail, even though it is not a life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will infer a theme from what the main character does. Nyla observes, compares, and learns from both animal examples.”

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

“A text can develop more than one theme. We will make sure our theme reaches beyond one character's view.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 1 Module 2 . a class or student copy of "The Ocean Lesson" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student what a character's action can reveal about a story's lesson.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Monday

TEKS 5.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can connect a character's action to a theme."

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

"Look at what the character does, then ask what that action teaches beyond the scene."

▶ Students circle the action and write the larger lesson it suggests.

ANSWER KEY: Nyla notices the orcas working together, which helps her understand survival.

CHECK FOR UNDERSTANDING

Ask what Nyla learns by watching the orcas.

COMMON MISCONCEPTION

Students may name only what Nyla sees. Add the lesson her observation helps her learn.

POSSIBLE STUDENT QUESTION

Is watching itself a theme? No. Watching is an action that can point to a life lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about inferring theme from character actions. Keep the demand at this level.

RAISE THE THINKING

Ask how Nyla's actions change after the aquarium visit.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose a global theme from a character's actions."

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

"The theme should explain why Nyla observes and compares, not just repeat her opinion."

▶ Students choose, then explain why A and B stay too close to Nyla's one experience.

ANSWER KEY: C. Careful observation helps people understand challenges.

CHECK FOR UNDERSTANDING

Ask which words make C true beyond Nyla.

COMMON MISCONCEPTION

Students may choose B because Nyla is interested. Interest alone is one character's view.

POSSIBLE STUDENT QUESTION

What makes a choice too narrow? It applies only to one person's opinion or feeling.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to restate C without using Nyla's name.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Wednesday

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

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can explain how a character's actions support a theme."

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

"Use the character's action and the understanding it produces as your evidence."

▶ Students name two things Nyla observes and connect them to the theme.

ANSWER KEY: Nyla observes two animals and compares their different survival behaviors.

CHECK FOR UNDERSTANDING

Ask what two examples Nyla compares.

COMMON MISCONCEPTION

Students may copy the theme without explaining Nyla's actions. Require the action evidence.

POSSIBLE STUDENT QUESTION

Why does comparing matter? It helps Nyla see a lesson that fits both animals.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another line showing Nyla's careful thinking.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can write a theme from a character's actions."

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

"Nyla's actions lead to a lesson about both animals, not just about what she likes."

▶ Students write one theme and support it with an action Nyla takes.

ANSWER KEY: Example: Careful observation can help people understand different ways of meeting challenges.

CHECK FOR UNDERSTANDING

Ask how the theme fits more than Nyla.

COMMON MISCONCEPTION

Students may write Nyla thinks animals are interesting. That is one character's view, too narrow.

POSSIBLE STUDENT QUESTION

Can a character's opinion be evidence? Yes, but the theme must reach beyond that opinion.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second theme about instinct and learning.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Friday

TEKS 5.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject a theme that is too narrow for one character."

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

"A theme cannot stop at what one character thinks. Ask whether it fits the whole text and life beyond it."

▶ Students name the trap and revise the answer into a global lesson.

ANSWER KEY: One character's view, too narrow. The corrected theme includes both animal examples.

CHECK FOR UNDERSTANDING

Ask what evidence makes the corrected theme broader.

COMMON MISCONCEPTION

Students may accept the statement because Nyla does find the orcas amazing. That still is not the whole lesson.

POSSIBLE STUDENT QUESTION

How do I widen it? Replace one character's feeling with a lesson supported by both examples.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to make the trap into a supported theme.

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.

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Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

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

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

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

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

“Name Nyla’s action, state a theme beyond her, and copy the proof line.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it describes Nyla's experience but not a lesson for readers.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

A 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.

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Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will look for more than one theme. The turtle and orca examples develop related but different lessons about survival.”

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

“We will test each lesson against evidence from the whole text and reject a life lesson the text does not support.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 1 Module 3 . a class or student copy of "The Ocean Lesson" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask how two different examples can develop two different themes.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 1 · Theme · Monday

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice more than one theme in a text."

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

"Look for one lesson in the turtle example and another lesson the full comparison develops."

▶ Students write one turtle theme and predict a related theme for the orca example.

ANSWER KEY: Instinct helps animals act quickly, and different behaviors can support survival.

CHECK FOR UNDERSTANDING

Ask which animal the line describes.

COMMON MISCONCEPTION

Students may write only the topic of animals. Ask for a full life lesson.

POSSIBLE STUDENT QUESTION

Can one text have two themes? Yes, when different lessons are supported by repeated evidence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing multiple themes. Keep the demand at this level.

RAISE THE THINKING

Ask what lesson the orca example adds.

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.

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Grade 5 · Cluster 1 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

🕒 ~4 min

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

"Today's thinking job is CHOOSE. I can choose two themes supported by the whole text."

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

"For a two-theme answer, test each lesson separately against the whole story."

▶ Students mark evidence for each half of B, then label one unsupported choice.

ANSWER KEY: B. Instinct and learning help animals survive.

CHECK FOR UNDERSTANDING

Ask for one turtle detail and one orca detail for B.

COMMON MISCONCEPTION

Students may choose A because it names story topics. Topics are not themes.

POSSIBLE STUDENT QUESTION

What makes a pair of themes valid? Both lessons must be supported by details in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to state each theme as its own sentence.

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.

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Grade 5 · Cluster 1 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

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

"Today's thinking job is **SHOW**. I can support more than one theme with evidence."

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

"Name the detail, name the lesson it supports, and then connect it to the other example."

▶ Students make a two-row evidence chart with one row for turtles and one for orcas.

ANSWER KEY: Orca practice supports learned behavior; turtle instinct supports acting quickly.

CHECK FOR UNDERSTANDING

Ask which detail supports the learning theme.

COMMON MISCONCEPTION

Students may give two details for only one theme. Require evidence for both.

POSSIBLE STUDENT QUESTION

Why use evidence from both animals? The question asks for themes developed across the story.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining evidence for multiple themes. Keep the demand at this level.

RAISE THE THINKING

Ask whether one detail can support both themes.

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.

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Grade 5 · Cluster 1 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can state two themes and support each one."

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

"Two themes can be related without being identical. Give each one its own evidence."

▶ Students write two full-sentence themes and one copied detail under each.

ANSWER KEY: One theme focuses on instinct; the other focuses on learning and cooperation.

CHECK FOR UNDERSTANDING

Ask how the two themes are different.

COMMON MISCONCEPTION

Students may list two events instead of two lessons. Events need to become global statements.

POSSIBLE STUDENT QUESTION

Are instinct and learning the same? No. The text treats them as different ways to survive.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting multiple themes. Keep the demand at this level.

RAISE THE THINKING

Ask students to find a third related 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.

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Grade 5 · Cluster 1 · Theme · Friday

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is **DEFEND**. I can reject a life lesson the text does not support."

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

"A lesson can sound wise and still be wrong if the text gives no support or shows the opposite."

▶ Students name the trap and replace it with a supported theme about cooperation.

ANSWER KEY: Life lesson not supported by this text. The orcas show cooperation helps survival.

CHECK FOR UNDERSTANDING

Ask what the orcas do instead of working alone.

COMMON MISCONCEPTION

Students may accept the statement because turtles move alone. It ignores the orca half of the story.

POSSIBLE STUDENT QUESTION

How do I test a theme? Look for repeated evidence across the full text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending multiple themes with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain why the trap ignores one example.

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.

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

 ~5 min

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

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

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

“Write two themes, then copy one proof line for each.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it names a true event, but an event is not a global life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is B.

- A The 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Theme

TEKS 5.8(A) • Theme • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will answer a theme question with evidence. A strong response states a global lesson and proves it with details from the full text.”

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

“The text can develop more than one theme. We will avoid a generic moral that sounds good but is not supported here.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 1 Module 4 . a class or student copy of "The Ocean Lesson" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what makes evidence strong in a short response.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice evidence that 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.

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Grade 5 · Cluster 1 · Theme · Monday

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice evidence that supports a theme."

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

"A theme is global, but its proof must come from this text."

▶ Students underline the action and write the lesson it supports.

ANSWER KEY: Instinct helps an animal respond at the right time, supporting a survival theme.

CHECK FOR UNDERSTANDING

Ask what behavior the line names.

COMMON MISCONCEPTION

Students may write "be successful." It is too general without a connection to the text.

POSSIBLE STUDENT QUESTION

Why is the line useful? It names a behavior and a survival need, not just a positive idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for an orca line supporting a related theme.

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.

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Grade 5 · Cluster 1 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme that matches evidence from the whole story."

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

"The best theme matches both the turtle and orca evidence, not just a nice-sounding rule."

▶ Students select A and underline one detail for each animal that supports it.

ANSWER KEY: A. Living things can use different behaviors to meet challenges.

CHECK FOR UNDERSTANDING

Ask which two animal examples support A.

COMMON MISCONCEPTION

Students may choose B because kindness sounds good. The text does not develop that moral.

POSSIBLE STUDENT QUESTION

What makes a moral generic? It could fit many stories without using this text's evidence.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a second supported theme.

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.

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Grade 5 · Cluster 1 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can explain how evidence supports a theme."

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

"Use one detail from each example so your explanation covers the whole text."

▶ Students write a two-sentence response with one turtle detail and one orca detail.

ANSWER KEY: Instinct and learned teamwork are different behaviors that support survival.

CHECK FOR UNDERSTANDING

Ask why one orca detail alone is not enough for the whole-text answer.

COMMON MISCONCEPTION

Students may copy a line without explaining how it supports the theme.

POSSIBLE STUDENT QUESTION

What should evidence do? It should show how the lesson appears in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to add a second theme supported by the same evidence.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can write a theme and support it with exact evidence."

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

"State the lesson first, then choose details that prove it from more than one part of the text."

▶ Students write a theme, copy two details, and explain the connection.

ANSWER KEY: Example: Living things can use different behaviors to meet challenges.

CHECK FOR UNDERSTANDING

Ask how each detail proves the theme.

COMMON MISCONCEPTION

Students may use a generic moral such as "Always do your best." It is not supported specifically here.

POSSIBLE STUDENT QUESTION

Can a true moral be a weak answer? Yes, if this text does not develop it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second theme with two new details.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme · Friday

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject a generic moral that lacks text support."

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

"A good-sounding sentence is not enough. The text must teach that exact lesson through its details."

▶ Students name the trap and replace the generic moral with a text-supported theme.

ANSWER KEY: Generic moral that fits many stories. The text supports a specific lesson about survival behaviors.

CHECK FOR UNDERSTANDING

Ask which details make the corrected theme specific.

COMMON MISCONCEPTION

Students may accept the trap because the orcas practice. One action does not prove a generic rule.

POSSIBLE STUDENT QUESTION

How do I defend my answer? Point to exact details and explain their connection.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to make the generic moral fit this text precisely.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

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

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

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

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

“State the theme, copy two details, and explain how each detail supports it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds wise, even though the text does not develop that generic moral.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is D.

- A 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.

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Theme

TEKS 5.8(A) · Theme · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will reread a story and find the lesson the author wants readers to learn. The topic names what the story discusses, but the theme teaches a bigger idea.”

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

“The text can develop more than one theme. We will use the turtle and orca examples to avoid choosing a topic word instead of a lesson.”

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

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

CHECK FOR UNDERSTANDING

Ask a student to name a topic word and turn it into a theme.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Monday

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice when a topic word points to a theme."

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

"A topic word names what the text discusses. The theme tells what the text teaches about it."

▶ Students write the topic word, then finish the sentence: This shows that...

ANSWER KEY: Instinct is a topic word, not the full theme.

CHECK FOR UNDERSTANDING

Ask what lesson the word instinct helps readers notice.

COMMON MISCONCEPTION

Students may copy instinct as the theme. A single topic word is not a life lesson.

POSSIBLE STUDENT QUESTION

What must I add to a topic word? Add the lesson the whole text teaches.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another topic word from the orca part.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose the lesson the whole story teaches."

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

"The best choice explains what the story teaches about both turtles and orcas."

▶ Students choose privately, then label the two topic-word traps.

ANSWER KEY: C. Animals can use different behaviors to meet challenges.

CHECK FOR UNDERSTANDING

Ask why A is a topic word, not a theme.

COMMON MISCONCEPTION

Students may choose A because the story discusses behavior. That is the topic, not the lesson.

POSSIBLE STUDENT QUESTION

Does a theme name a thing or teach an idea? It teaches an idea.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to state a second theme about learning and practice.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can connect evidence from the story to a theme."

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

"A strong explanation covers the whole text. Use one turtle detail and one orca detail."

▶ Students write one evidence sentence for each animal and connect both to the theme.

ANSWER KEY: Instinct helps turtles act quickly, and learned teamwork helps orcas survive.

CHECK FOR UNDERSTANDING

Ask which orca detail balances the turtle evidence.

COMMON MISCONCEPTION

Students may explain only the turtles. The theme should fit both parts of the story.

POSSIBLE STUDENT QUESTION

Why use two details? The story teaches through two different animal examples.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting two examples to a theme. Keep the demand at this level.

RAISE THE THINKING

Ask how the theme could be worded another way.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

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

 ~4 min

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

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

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

"Name the lesson, not just the animals or the ocean. Then check that it fits the whole story."

▶ Students write one theme and underline the words that make it global.

ANSWER KEY: Example: Living things can meet challenges through instinct or learned behavior.

CHECK FOR UNDERSTANDING

Ask a student how the theme fits both animals.

COMMON MISCONCEPTION

Students may write a summary about turtles and orcas. A summary tells what happened, not what it teaches.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask for evidence for a second 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Friday

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

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend a theme against a topic trap."

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

"A topic answer may sound connected, but it does not teach a life lesson in a full sentence."

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

ANSWER KEY: Topic word, not theme. The answer names story topics instead of the lesson.

CHECK FOR UNDERSTANDING

Ask students to turn the topic words into a lesson.

COMMON MISCONCEPTION

Students may accept the answer because it names both main ideas. Main ideas still need to become a lesson.

POSSIBLE STUDENT QUESTION

How can I fix it? Explain what the story teaches about instinct and learned behavior.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme from a topic trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a stronger theme using both topic words.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

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

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

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

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

“Topic first, then a full-sentence theme, then one line that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE **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.

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because instinct is important in the story, even though it is a fact about one topic rather than a theme.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

The Writing Academy®, LLC

Grade 5 • Cluster 2 • Theme

TEKS 5.8(A) • Theme • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will separate facts from themes. A fact tells what the text says, while a theme teaches a life lesson through those facts.”

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

“The story can develop more than one theme, but we will focus on how research and evidence help people make better decisions.”

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

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

CHECK FOR UNDERSTANDING

Ask why a true fact might still be the wrong answer to a theme question.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice evidence that points to 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.

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Grade 5 · Cluster 2 · Theme · Monday

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice evidence that points to a theme."

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

"A fact tells what happened. A theme explains what the story teaches through what happened."

▶ Students label the line **FACT** or **THEME EVIDENCE** and add a lesson it supports.

ANSWER KEY: The students compare sources, supporting a theme about checking evidence.

CHECK FOR UNDERSTANDING

Ask what the students do before deciding what to believe.

COMMON MISCONCEPTION

Students may copy the action as the theme. Turn the action into a lesson.

POSSIBLE STUDENT QUESTION

What is the difference? A fact stays in the story; a theme can guide people beyond it.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for another fact that supports the same lesson.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme instead of a fact."

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

"The facts support the lesson, but the lesson is the idea that reaches beyond the cookie mystery."

▶ Students circle A and label one fact choice with the trap name.

ANSWER KEY: A. Checking evidence can help people make better decisions.

CHECK FOR UNDERSTANDING

Ask why B is a fact, not the theme.

COMMON MISCONCEPTION

Students may choose a true fact because it is directly stated. True facts are not automatically themes.

POSSIBLE STUDENT QUESTION

Can a fact be correct and still be the wrong answer? Yes, if the question asks for a theme.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a life lesson over a fact. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how two facts support A.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can explain how facts support a theme."

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

"Use both mysteries. The theme is stronger because evidence matters in each one."

▶ Students write one detail from the history mystery and one from the cafeteria mystery.

ANSWER KEY: Comparing sources and studying the chart both show evidence improving conclusions.

CHECK FOR UNDERSTANDING

Ask which detail comes from each mystery.

COMMON MISCONCEPTION

Students may list facts without explaining the lesson. Name what the facts teach.

POSSIBLE STUDENT QUESTION

How do facts support a theme? They show the lesson happening in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask whether the story develops another theme about interesting stories.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

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

 ~4 min

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

"Today's thinking job is OWN. I can write a theme and connect it to a fact."

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

"A fact proves the theme, but the theme must be a lesson that can guide people elsewhere."

▶ Students write a theme, copy one fact, and explain how the fact supports the theme.

ANSWER KEY: Example: Checking evidence before deciding can lead to better choices.

CHECK FOR UNDERSTANDING

Ask how the fact goes beyond the cookie topic.

COMMON MISCONCEPTION

Students may write that Ruth Wakefield made cookies. That is a fact, not a lesson.

POSSIBLE STUDENT QUESTION

What makes a theme global? It can apply when people face other questions too.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second theme supported by the class's changed thinking.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Friday

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject a topic-adjacent statement used as a message."

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

"A true statement can still miss the question. Ask whether it teaches a life lesson."

▶ Students name the trap and replace the fact with a whole-text theme.

ANSWER KEY: Topic-adjacent statement as message. A fact about the cookie is not the story's message.

CHECK FOR UNDERSTANDING

Ask students to turn the fact into a lesson about research.

COMMON MISCONCEPTION

Students may defend the answer because it is true. Truth alone does not make a fact a theme.

POSSIBLE STUDENT QUESTION

How do I test a statement? Ask if it can guide people beyond this story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write a theme supported by the fact.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

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

 ~5 min

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

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

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

"State the lesson, copy a fact, and explain how the fact supports the lesson."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE This is 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it is a true detail from the cookie history, even though it is a topic-adjacent fact rather than a message.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will use a character's change to infer theme. Jordan starts with one strong preference, but the class learns to listen and investigate before deciding.”

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

“A text can develop more than one theme. We will avoid a narrow answer that repeats one character's opinion instead of the lesson of the whole story.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 2 Module 3 . a class or student copy of “The Fifth-Grade Cookie Commission” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what Jordan believes at first and what he understands by the end.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Monday

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice a character change that points to a theme."

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

"A character change is evidence. Ask what the change teaches beyond the character."

▶ Students write what Jordan thought first and what he begins to consider.

ANSWER KEY: Jordan begins moving from one preference toward listening to evidence and others.

CHECK FOR UNDERSTANDING

Ask what made Jordan reconsider his first idea.

COMMON MISCONCEPTION

Students may write that Jordan sat down as the theme. That is an event, not a lesson.

POSSIBLE STUDENT QUESTION

What does the event show about Jordan's thinking? He is beginning to reconsider his first idea.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a change that reveals theme. Keep the demand at this level.

RAISE THE THINKING

Ask for another moment when Jordan changes.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can connect a character's change to a theme."

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

"The class does not simply follow Jordan. The lesson grows as people listen, investigate, and revise ideas."

▶ Students choose B and underline two events that show the change.

ANSWER KEY: B. Good decisions improve when people listen and use information.

CHECK FOR UNDERSTANDING

Ask how Jordan's first opinion changes.

COMMON MISCONCEPTION

Students may choose A because Jordan talks about cookies. That is one character's view, too narrow.

POSSIBLE STUDENT QUESTION

Why is one opinion too narrow? The theme must fit the class's full decision process.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name a second theme about having a voice.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can explain how a character change supports a theme."

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

"Follow the change from first idea to final understanding. Include what changed his thinking."

▶ Students write a before-and-after explanation with two supporting details.

ANSWER KEY: Jordan moves from a personal preference to accepting a plan based on shared evidence.

CHECK FOR UNDERSTANDING

Ask which information Jordan had to consider.

COMMON MISCONCEPTION

Students may retell the dessert choices without explaining how Jordan changed.

POSSIBLE STUDENT QUESTION

What caused the change? Listening to evidence and viewpoints changed the decision.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining character change as evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how Tessa's thinking also supports the theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme from a character's change."

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

"Do not make the theme only about Jordan. Use his change as evidence for a lesson that fits the whole class."

▶ Students write the theme, then explain Jordan's before-and-after thinking.

ANSWER KEY: Example: Fair decisions improve when people listen and use evidence.

CHECK FOR UNDERSTANDING

Ask how the theme fits students besides Jordan.

COMMON MISCONCEPTION

Students may write that Jordan likes cookies. That is one character's view, too narrow.

POSSIBLE STUDENT QUESTION

How can a character reveal a broad theme? The character's change can show a lesson about choices people make.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second theme supported by the final conversation.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Friday

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject a theme that only states one character's view."

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

"A narrow answer follows one person's want. A theme must include the larger lesson shown by the whole story."

▶ Students name the trap and revise Jordan's opinion into a fair-decision theme.

ANSWER KEY: One character's view, too narrow. Jordan's preference does not express the class's lesson.

CHECK FOR UNDERSTANDING

Ask which other viewpoints the story includes.

COMMON MISCONCEPTION

Students may choose the answer because cookies received the most votes. Popularity is not the whole decision.

POSSIBLE STUDENT QUESTION

How do I defend against this trap? Include the evidence and voices the character first ignores.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to make Jordan's idea broader and text-supported.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

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

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

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

“State the theme, explain the change, and copy the line that proves it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Jordan wants cookies, even though one character's preference is too narrow for the whole story.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is B.

- A** **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.

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will compare two stories with different topics. A shared theme must be a lesson that both texts support with evidence.”

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

“The texts can develop more than one theme. We will focus on how learning from evidence or experience helps living things meet challenges.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 2 Module 4 . a class or student copy of “The Great Chocolate Chip Cookie Mystery” and “The Ocean Lesson” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what evidence the cookie students use and what the animals learn or know.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a theme that 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.

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Theme · Monday

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

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

"Today's thinking job is NOTICE. I can notice a theme that may connect two texts."

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

"A shared theme must be true in both texts, not just sound wise."

▶ Students name the animal text evidence and predict a matching idea in the cookie text.

ANSWER KEY: The ocean text shows learning helping animals survive, which can connect to the cookie text's evidence lesson.

CHECK FOR UNDERSTANDING

Ask what the cookie students learn from their investigation.

COMMON MISCONCEPTION

Students may choose an ocean-only lesson. A shared theme must fit both texts.

POSSIBLE STUDENT QUESTION

What must I check in a two-text question? Look for support in both texts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask for a second shared theme if students can support it.

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.

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Grade 5 · Cluster 2 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme shared by two texts."

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

"The cookie students learn from evidence, and the animals use instinct or learned behavior to survive."

▶ Students choose C and write one proof detail from each text.

ANSWER KEY: C. Learning from experience helps living things meet challenges.

CHECK FOR UNDERSTANDING

Ask for one detail from each text that supports C.

COMMON MISCONCEPTION

Students may choose A because it sounds positive. A shared theme needs actual support in both texts.

POSSIBLE STUDENT QUESTION

What makes a theme shared? Both texts must develop the same lesson in their own ways.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about comparing themes across texts. Keep the demand at this level.

RAISE THE THINKING

Ask students to name how the lesson looks different in each text.

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.

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Grade 5 · Cluster 2 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can explain a shared theme with evidence from two texts."

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

"Name both texts clearly. Then explain the common lesson, not just two separate summaries."

▶ Students write one evidence sentence for each text and a sentence explaining the connection.

ANSWER KEY: Cookie students use evidence, while animals use instinct or practice, and both meet challenges.

CHECK FOR UNDERSTANDING

Ask what the two texts have in common even though their topics differ.

COMMON MISCONCEPTION

Students may use only the ocean text. A comparison needs two text details.

POSSIBLE STUDENT QUESTION

How do I compare themes? Explain the shared lesson and how each text develops it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a shared theme. Keep the demand at this level.

RAISE THE THINKING

Ask whether both texts support a theme about teamwork.

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.

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Grade 5 · Cluster 2 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

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

~4 min

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

"Today's thinking job is OWN. I can write a shared theme and support it with two texts."

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

"A shared theme should be broad enough for both texts but specific enough to be supported."

▶ Students write the shared theme, then add one detail under each text title.

ANSWER KEY: Example: Learning from evidence or experience can help living things meet challenges.

CHECK FOR UNDERSTANDING

Ask how each detail supports the same lesson.

COMMON MISCONCEPTION

Students may write that both stories involve the ocean. That is not true for both texts and is not a theme.

POSSIBLE STUDENT QUESTION

How do I avoid a weak shared theme? Check every word against both texts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to write another supported shared theme.

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.

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Grade 5 · Cluster 2 · Theme · Friday

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can reject a plausible lesson that both texts do not support."

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

"A life lesson may sound reasonable and still fail if one or both texts do not teach it."

▶ Students name the trap and replace it with a shared theme supported by both texts.

ANSWER KEY: Plausible life lesson, unsupported. The texts do not teach that popularity should guide every choice.

CHECK FOR UNDERSTANDING

Ask which text contradicts the trap and how.

COMMON MISCONCEPTION

Students may accept the trap because the cookie class takes a vote. The story shows they also use cost, needs, and evidence.

POSSIBLE STUDENT QUESTION

How do I defend a shared theme? Prove every part with both texts.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to revise the trap into a supported shared lesson.

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.

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

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

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

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

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

“State the shared theme, give one proof detail from each text, and explain the connection.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because popularity sounds like a reasonable rule, even though neither text supports choosing the most popular option every time.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is A.

- A 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.

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Grade 5 · Cluster 2 · Theme

TEKS 5.8(A) · Theme · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will find themes in a poem. The topic names the subject, while a theme teaches a life lesson.”

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

“We will use several lines as evidence because one poem can develop more than one theme.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 3 Module 1 . a class or student copy of “Our Rights, Our Voices” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the poem's topic and turn it into a life lesson.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

"infer 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.

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Grade 5 · Cluster 3 · Theme · Monday

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a possible theme in a poem."

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

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

▶ Students write the topic in one or two words and circle words that hint at a lesson.

ANSWER KEY: Topic: rights. Hint: make things fair.

CHECK FOR UNDERSTANDING

Ask which words point beyond the topic to a lesson.

COMMON MISCONCEPTION

Students may write rights as the theme. Rights are the topic, not a full life lesson.

POSSIBLE STUDENT QUESTION

Can rights be the theme? No. Rights names the subject; the theme explains what the poem teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a poem's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the hint into a full sentence.

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.

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Grade 5 · Cluster 3 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme that fits a whole poem."

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

"A theme is a lesson. Which choice sounds like a lesson, and which choice only names the subject?"

▶ Students choose privately, then explain whether each choice is a topic, theme, or unsupported idea.

ANSWER KEY: A. Fair rules can protect people's freedoms.

CHECK FOR UNDERSTANDING

Ask why the theme fits the whole poem.

COMMON MISCONCEPTION

Students may pick B because rights and amendments appear throughout the poem. Repeated topic words are still not a theme.

POSSIBLE STUDENT QUESTION

What does a theme add to a topic? It adds a lesson that can apply beyond the poem.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a poem's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate the theme in their own words.

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.

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Grade 5 · Cluster 3 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how poem lines support a theme."

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

"Use one line about why the rights were written and another about what they do now."

▶ Students copy two evidence phrases and explain how each supports the theme.

ANSWER KEY: Making things fair and protecting people every day show that fair rules protect freedom.

CHECK FOR UNDERSTANDING

Ask for one line about the purpose of rights and one line about their effect.

COMMON MISCONCEPTION

Students may repeat the theme without evidence. Ask for exact words from the poem.

POSSIBLE STUDENT QUESTION

Why use two lines? One line gives the purpose, and another shows the lasting effect.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which line best shows that the lesson reaches beyond one time.

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.

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Grade 5 · Cluster 3 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

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

 ~4 min

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

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

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

"Start with the topic, then ask what the poem teaches about it for people in many situations."

▶ Students write a full theme sentence and underline the words that make it a life lesson.

ANSWER KEY: Example: Fair laws can protect people's freedoms and rights over time.

CHECK FOR UNDERSTANDING

Ask whether the theme could fit another text about fair rules.

COMMON MISCONCEPTION

Students may list amendments. A list tells the topic; a theme explains the lesson.

POSSIBLE STUDENT QUESTION

Does a theme need to name an amendment? No. It should reach beyond the poem's details.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to add a second theme the poem also develops.

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.

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Grade 5 · Cluster 3 · Theme · Friday

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend a theme and name a trap."

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

"A topic names what the poem discusses. A theme explains what the poem teaches about it."

▶ Students name the trap, then revise freedom into a full theme sentence.

ANSWER KEY: Topic word, not theme. Freedom is a subject, not a complete lesson.

CHECK FOR UNDERSTANDING

Ask students to add a lesson to the topic word.

COMMON MISCONCEPTION

Students may accept freedom because the poem repeats the idea. Repetition does not turn a topic into a theme.

POSSIBLE STUDENT QUESTION

What question exposes this trap? Ask, What does the poem teach about freedom?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a poem's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to repair the trap with two lines of evidence.

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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

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

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

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

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

"Name the topic, write one theme, copy your proof line, and look for another theme."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“They 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.

The Writing Academy®, LLC

Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it describes the poem's topic, but a topic is not a global life lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is C.

- A The 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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will connect lines that build a theme. A strong line does more than repeat a word from the theme.”

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

“We will explain how evidence works together because a poem can develop more than one theme.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 3 Module 2 . a class or student copy of “Our Rights, Our Voices” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why one matching word is not enough to prove a theme.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 3 · Theme · Monday

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice lines that build a theme."

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

"Strong evidence does more than share a word with the theme. It helps prove the theme."

▶ Students underline the evidence words and write the lesson they support.

ANSWER KEY: The line supports a theme about rights working together to protect people.

CHECK FOR UNDERSTANDING

Ask how the line supports a message beyond one amendment.

COMMON MISCONCEPTION

Students may choose any line containing a word from the theme. The line must also make sense as evidence.

POSSIBLE STUDENT QUESTION

Is sharing one word enough? No. The whole line must support the lesson.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to connect the line to another line in the poem.

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.

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Grade 5 · Cluster 3 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose lines that strongly support a theme."

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

"Ask whether the evidence proves the message or only shares a word with it."

▶ Students choose privately, then explain how the selected line supports the theme.

ANSWER KEY: B. The lines about rights protecting people every day.

CHECK FOR UNDERSTANDING

Ask why the broad line is stronger than one specific example.

COMMON MISCONCEPTION

Students may choose A because a jury is a clear example. The chosen lines state the poem's larger purpose.

POSSIBLE STUDENT QUESTION

What makes a line strong evidence? It shows the theme happening in the text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name another line that supports the same theme.

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.

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Grade 5 · Cluster 3 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can explain how lines build a theme."

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

"Explain what each line shows, then explain how the ideas fit together."

▶ Students write two evidence notes and a sentence explaining their connection.

ANSWER KEY: Guiding laws and respecting everyone's rights show how fair rules help a community.

CHECK FOR UNDERSTANDING

Ask what idea both lines share.

COMMON MISCONCEPTION

Students may list two lines without explaining the connection. Require a because sentence.

POSSIBLE STUDENT QUESTION

Why explain the connection? It shows how the details build the theme instead of sitting separately.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which line shows the effect on people's behavior.

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.

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Grade 5 · Cluster 3 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

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

 ~4 min

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

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

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

"A theme should travel beyond this poem. Your evidence should show why the lesson fits."

▶ Students write a theme, copy one line, and add a because explanation.

ANSWER KEY: Example: Learning about rights can help people treat one another fairly and protect freedom.

CHECK FOR UNDERSTANDING

Ask whether the theme fits more than one stanza.

COMMON MISCONCEPTION

Students may choose a line first and force a theme around it. Check the whole poem before deciding.

POSSIBLE STUDENT QUESTION

Can one line prove the whole theme alone? It can help, but the whole poem must also support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about owning a theme with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a second theme the poem develops.

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.

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Grade 5 · Cluster 3 · Theme · Friday

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend evidence and name a trap."

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

"A matching word is a clue, not proof. Read the whole line and connect it to the theme."

▶ Students name the trap, then explain what the line about fair punishments actually shows.

ANSWER KEY: Word association from the lines. A shared word is not enough without a meaning connection.

CHECK FOR UNDERSTANDING

Ask what the line proves, not just what word it repeats.

COMMON MISCONCEPTION

Students may accept a line because it repeats fair. Evidence must support the idea, not just echo it.

POSSIBLE STUDENT QUESTION

How do I beat this trap? Explain the line's meaning and link it to the theme.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to pair the line with another line that strengthens its support.

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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

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

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

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

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

“Name the topic, write the theme, copy two lines, and explain their connection.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"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,"

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because it repeats the word protect, but matching a word is not the same as proving a theme.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

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Grade 5 • Cluster 3 • Theme

TEKS 5.8(A) • Theme • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will find themes in a drama. The setting and events matter, but the theme is the lesson the whole play teaches.”

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

“We will follow the characters' questions and ideas because a play can develop more than one theme.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 3 Module 3 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a setting and turn the play's topic into a life lesson.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a possible theme in a 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.

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Grade 5 · Cluster 3 · Theme · Monday

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a possible theme in a drama."

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

"A single event is not a theme. Look at what the characters learn across the whole play."

▶ Students write the topic in one or two words and circle words that hint at a lesson.

ANSWER KEY: The line hints that loyalty and hope for change can exist together.

CHECK FOR UNDERSTANDING

Ask what lesson reaches beyond the colonies in this line.

COMMON MISCONCEPTION

Students may write self-government as the theme without stating what the play teaches about it.

POSSIBLE STUDENT QUESTION

Can self-government alone be a theme? No. It is a topic; a theme is the lesson about it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a drama's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the hint into a full 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.

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Grade 5 · Cluster 3 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme that fits a whole drama."

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

"Ask whether the choice teaches a lesson or only tells where the play happens or what people did."

▶ Students choose privately, then label the setting and event traps.

ANSWER KEY: C. People should have a voice in decisions that affect them.

CHECK FOR UNDERSTANDING

Ask why the setting cannot be the play's theme.

COMMON MISCONCEPTION

Students may pick A because discussions happen often. An event or action is not the lesson by itself.

POSSIBLE STUDENT QUESTION

What makes C a theme? It is a lesson that can apply whenever people make decisions together.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a drama's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate the theme without using colonies or shop.

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.

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Grade 5 · Cluster 3 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how drama details support a theme."

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

"Use one character's explanation and one later moment of understanding as evidence."

▶ Students name two details and explain how each points to the lesson.

ANSWER KEY: The idea of being heard and Thomas's new understanding both support the theme.

CHECK FOR UNDERSTANDING

Ask for one detail from earlier and one from later in the play.

COMMON MISCONCEPTION

Students may summarize the plot without showing how it supports the theme.

POSSIBLE STUDENT QUESTION

Why use moments from different parts? They show the lesson develops across the whole play.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask which character helps Thomas understand the 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.

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Grade 5 · Cluster 3 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

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

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

"Start with the topic, then ask what the characters learn about fairness and government."

▶ Students write a full theme sentence and underline the part that makes it a life lesson.

ANSWER KEY: Example: People deserve a voice in making decisions that affect their lives.

CHECK FOR UNDERSTANDING

Ask whether the theme could fit another story about people seeking a voice.

COMMON MISCONCEPTION

Students may retell Thomas's new understanding. A summary tells what happened; a theme tells what it teaches.

POSSIBLE STUDENT QUESTION

Does a theme need to name representatives? No. It should reach beyond the play's details.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to add a second theme about asking questions or listening.

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.

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Grade 5 · Cluster 3 · Theme · Friday

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

"Today's thinking job is DEFEND. I can defend a theme and name a trap."

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

"A setting tells where a story happens. A theme tells what the story teaches about life."

▶ Students name the trap, then revise the setting into a full theme sentence.

ANSWER KEY: Setting or event, not theme. The colonies tell where the play happens, not its life lesson.

CHECK FOR UNDERSTANDING

Ask students to add the lesson the setting helps reveal.

COMMON MISCONCEPTION

Students may accept the setting because it appears throughout the play. Repeated setting details are still not a theme.

POSSIBLE STUDENT QUESTION

What question exposes this trap? Ask, What does the play teach about people and government?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to support their repaired theme with two moments.

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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

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

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

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

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

"Name the topic, write one theme, copy your proof line, and look for another theme."

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“They 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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it names where the play begins, but a setting is not the play's global lesson.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

The answer is 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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THEME

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will use an ending to develop a theme. The ending shows how the play's ideas come together.”

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

“We will connect the ending to earlier questions and conversations because a play can develop more than one theme.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 3 Module 4 . a class or student copy of "A Voice of Their Own" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student why a positive saying might still be a generic moral trap.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice how an ending develops a theme."

EXACT TEKS WORDING

"infer 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.

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Grade 5 · Cluster 3 · Theme · Monday

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice how an ending develops a theme."

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

"An ending can reveal what the characters have learned. Connect that learning to the whole play."

▶ Students circle the words that show the final understanding and write the lesson they suggest.

ANSWER KEY: The ending hints that people can disagree while still working together.

CHECK FOR UNDERSTANDING

Ask how this idea connects to earlier conversations in the play.

COMMON MISCONCEPTION

Students may write a generic saying such as work hard. The ending gives a more specific lesson about disagreement and cooperation.

POSSIBLE STUDENT QUESTION

Why does the ending matter? It shows how the play's ideas come together.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing an ending's theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name an earlier detail that prepares for this ending.

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.

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Grade 5 · Cluster 3 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme that the ending develops."

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

"A generic moral could fit almost any story. Which choice uses the play's specific idea about conversations and change?"

▶ Students choose privately, then explain why the generic moral does not use this play's evidence.

ANSWER KEY: B. People can create change by asking questions and sharing ideas.

CHECK FOR UNDERSTANDING

Ask what makes a moral specific to this play instead of any story.

COMMON MISCONCEPTION

Students may choose A because it sounds wise. A wise sentence can still be a trap if the text does not support it.

POSSIBLE STUDENT QUESTION

How do I spot a generic moral? Ask whether it could fit nearly every story.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain how the ending supports the correct theme.

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.

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Grade 5 · Cluster 3 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

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

"Today's thinking job is SHOW. I can show how an ending develops a theme."

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

"Connect the ending to the questions and conversations that appeared earlier in the play."

▶ Students name one earlier detail, one ending detail, and the theme they build together.

ANSWER KEY: Earlier questions grow into continuing conversations that help shape change.

CHECK FOR UNDERSTANDING

Ask which earlier idea the ending brings to a conclusion.

COMMON MISCONCEPTION

Students may explain only the ending. Ask how it connects to the beginning and middle.

POSSIBLE STUDENT QUESTION

Why use the whole play? The ending develops a theme by completing ideas introduced earlier.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to explain why the final image of neighbors matters.

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.

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Grade 5 · Cluster 3 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a specific theme and connect it to an ending."

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

"Use the play's repeated ideas about questions, conversations, voices, and gradual change."

▶ Students write a theme and underline the ending words that support it.

ANSWER KEY: Example: Asking questions and sharing ideas can begin meaningful change, even when change takes time.

CHECK FOR UNDERSTANDING

Ask whether the theme uses a specific idea from this play.

COMMON MISCONCEPTION

Students may write Always work hard. That moral is too general and is not developed by this text.

POSSIBLE STUDENT QUESTION

What keeps a theme from being generic? It names the text's particular lesson without naming story-only details.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a specific ending-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect their theme to one earlier conversation.

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.

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Grade 5 · Cluster 3 · Theme · Friday

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

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

"Today's thinking job is DEFEND. I can defend a text-based theme and name a trap."

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

"A generic moral may sound good, but the text must develop that exact lesson."

▶ Students name the trap, then revise the moral so it matches the play's ending.

ANSWER KEY: Generic moral that fits many stories. Kindness is not the specific lesson developed here.

CHECK FOR UNDERSTANDING

Ask students to point to the play's repeated idea instead.

COMMON MISCONCEPTION

Students may accept the answer because kindness is usually positive. Positive does not mean text-supported.

POSSIBLE STUDENT QUESTION

What should replace the generic moral? A lesson about how questions and conversations can begin change.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending an ending-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to support the repaired theme with beginning and ending details.

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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

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

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

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

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

“Name the topic, write a specific theme, and show how the ending supports it.”

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

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

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

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

▶ Reveal the answer slide one row at a time.

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

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

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

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

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

▶ Read the excerpt and the question aloud.

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

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

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds wise, but a generic moral must be supported by this specific play.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

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Grade 5 · Cluster 3 · Theme

TEKS 5.8(A) · Theme · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

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

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

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

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

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

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

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

“This week we will find themes in a harder story. A text can develop more than one theme, and each lesson must fit the whole story.”

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

“We will connect the failed garden plan and the careful new plan, while watching for facts that sound like messages but are not themes.”

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

PREP & MATERIALS: the Theme slide deck for Cluster 4 Module 1 . a class or student copy of “The Garden That Wouldn't Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the topic and one life lesson the story develops.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a theme beyond the topic."

EXACT TEKS WORDING

"infer 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.

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Grade 5 · Cluster 4 · Theme · Monday

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

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

"Today's thinking job is NOTICE. I can notice a theme beyond the topic."

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

"The garden is the topic. The theme explains what readers can learn from what happens in it."

▶ Students write the topic in one or two words and circle the words that hint at a lesson.

ANSWER KEY: Topic: gardening. Theme hint: actions can change a problem's result.

CHECK FOR UNDERSTANDING

Ask what Kendrix learned about her own action.

COMMON MISCONCEPTION

Students may write soil or plants as the theme. Those are topic words, not lessons.

POSSIBLE STUDENT QUESTION

Is soil the theme? No. Soil is part of the topic. The theme says what the experience teaches.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to state the lesson without using garden or soil.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

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

"Today's thinking job is CHOOSE. I can choose a theme instead of a topic-adjacent statement."

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

"Check each choice: does it teach a lesson, or does it only name a garden fact or action?"

▶ Students choose privately, then mark which choices are facts, actions, or lessons.

ANSWER KEY: A. Careful observation can lead to better solutions.

CHECK FOR UNDERSTANDING

Ask why A is not a lesson readers can use beyond this garden.

COMMON MISCONCEPTION

Students may choose a plant detail because it appears in the text. A repeated detail can still be only a topic fact.

POSSIBLE STUDENT QUESTION

What makes a theme global? It can apply beyond one garden and one event.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask students to name another theme the story develops.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

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

"Today's thinking job is SHOW. I can show how details support a theme."

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

"Use the problem, the change, and the result so your proof fits the whole story."

▶ Students name one early choice and one later choice, then explain what both show.

ANSWER KEY: The first plan fails, and observation leads to a better plan that helps the plants recover.

CHECK FOR UNDERSTANDING

Ask students for evidence from before and after the adjustment.

COMMON MISCONCEPTION

Students may repeat the theme without evidence. Require two connected story details.

POSSIBLE STUDENT QUESTION

Do I need only the ending? The ending helps, but earlier events show why the lesson matters.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask what second theme the balance of water and air could support.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

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

"Today's thinking job is OWN. I can write a theme and identify another supported theme."

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

"A story can teach more than one lesson. Each theme still needs support from the whole text."

▶ Students write one theme and a second theme, then add one supporting detail for each.

ANSWER KEY: Example: Careful observation can lead to better solutions. Another theme is that balance supports healthy growth.

CHECK FOR UNDERSTANDING

Ask a student to explain why both themes fit more than one event.

COMMON MISCONCEPTION

Students may write two facts about plants. A theme must be a lesson, not a fact.

POSSIBLE STUDENT QUESTION

Can two themes be true? Yes. A text may teach several lessons when the evidence supports them.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing multiple supported themes. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise a plant fact into a life lesson.

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

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Friday

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

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

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

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

"A statement can be true and still fail as a theme if it only reports a story fact."

▶ Students name the trap, then revise the fact into a lesson supported by the ending.

ANSWER KEY: Topic-adjacent statement as message. It reports an event instead of teaching a life lesson.

CHECK FOR UNDERSTANDING

Ask students to point to a later choice that teaches more than the muddy soil fact.

COMMON MISCONCEPTION

Students may call every true answer a theme. Check whether it reaches beyond the story detail.

POSSIBLE STUDENT QUESTION

How can I repair the trap? Turn the garden event into a lesson about observation or balance.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a topic trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a new theme using the same evidence.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

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

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Write one theme, name a second theme, and copy a line that proves one of them."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it names an action in the garden. An action is not automatically a life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is D.

- A 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will use Kendrix's words to find a theme. Her reflection gives a clue, but the whole story must support the lesson.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will connect her words to what happens before and after, and avoid choosing a theme just because it repeats a word from a line.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 4 Module 2 . a class or student copy of “The Garden That Wouldn't Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the lesson in Kendrix's words and one event that supports it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a theme 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Monday

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme in a character's words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The words are a clue, but the whole story must support the lesson they suggest."

▶ Students underline the words carefully observing and before deciding, then write the possible lesson.

ANSWER KEY: The words point to careful observation leading to better decisions.

CHECK FOR UNDERSTANDING

Ask what action should come before deciding how to fix a problem.

COMMON MISCONCEPTION

Students may choose a word that sounds important, such as problem, without stating the lesson.

POSSIBLE STUDENT QUESTION

Is problem a theme? No. It is a topic word. The theme explains what to learn about solving problems.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a theme in a character's words. Keep the demand at this level.

RAISE THE THINKING

Ask students to say the lesson without using Kendrix's name.

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.

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Grade 5 · Cluster 4 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme from a character's words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Do not grab a choice just because it repeats a word from the line. Ask what the words teach."

▶ Students choose, then underline the words in C that make it a lesson.

ANSWER KEY: C. Careful observation can lead to better decisions.

CHECK FOR UNDERSTANDING

Ask why touching the soil is evidence but not the theme.

COMMON MISCONCEPTION

Students may choose B because it matches the line exactly. An exact detail is not always a theme.

POSSIBLE STUDENT QUESTION

What is word association from the lines? It is choosing a repeated word instead of the lesson around it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from dialogue. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a second theme supported by the garden's recovery.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a character's words support a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A character's words are strongest evidence when the events before and after support them."

▶ Students name the first guess, the observation, and the result, then connect all three to the theme.

ANSWER KEY: Kendrix's first guess fails, but observation helps her change the plan and improve the garden.

CHECK FOR UNDERSTANDING

Ask for one detail that happens before her new decision and one after it.

COMMON MISCONCEPTION

Students may explain only what the sentence says. Push them to connect it to the whole story.

POSSIBLE STUDENT QUESTION

Why use events with the words? Events show whether the character's lesson is actually supported.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting character words to evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the balance theme also grows from Kendrix's words.

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.

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Grade 5 · Cluster 4 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme from a character's words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Move from what Kendrix did to what any person can learn from her experience."

▶ Students write one theme and one second theme, then cite one event that supports each.

ANSWER KEY: Example: Careful observation can lead to better decisions. Another theme is that people should adjust when evidence shows a plan is not working.

CHECK FOR UNDERSTANDING

Ask why each theme fits the beginning and ending, not just the reflection.

COMMON MISCONCEPTION

Students may write Kendrix touches the soil. That is a detail, not a life lesson.

POSSIBLE STUDENT QUESTION

Can my theme repeat Kendrix's exact words? It can use the idea, but it should explain the broader lesson.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from a character's words. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply the lesson to a problem outside gardening.

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.

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Grade 5 · Cluster 4 · Theme · Friday

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a theme against word association."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A trap may borrow words from a line. Ask what those words mean together in the whole story."

▶ Students name the trap, then replace the word-based answer with a supported life lesson.

ANSWER KEY: Word association from the lines. The answer repeats details but misses the lesson about observation.

CHECK FOR UNDERSTANDING

Ask students to point to the decision that observation improved.

COMMON MISCONCEPTION

Students may accept the answer because soil and leaves matter in the story. Important details are not always themes.

POSSIBLE STUDENT QUESTION

How do I beat word association? Explain the idea behind the words and test it against the whole text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against word association. Keep the demand at this level.

RAISE THE THINKING

Ask students to make the trap into a true 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Find the character's idea, connect it to the events, and name a second theme if the text supports one."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Kendrix 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Kendrix 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because Kendrix touches the soil. That action is evidence, not the theme.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will follow Kendrix’s thinking from her first guess to her careful new approach. Her growth helps us find the theme.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will prove growth with an early line and a later line, and avoid mistaking one character habit for a theme.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 4 Module 3 . a class or student copy of “The Garden That Wouldn’t Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask what Kendrix assumes at first and what she learns by the end.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme · Monday

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme in character growth."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Character growth has a before and an after. The theme is the lesson that connects the change."

▶ Students write what Kendrix did at first and what she does later, then circle the change.

ANSWER KEY: Before: she assumes and guesses. After: she gathers information before deciding.

CHECK FOR UNDERSTANDING

Ask what changed in Kendrix's thinking, not just in the garden.

COMMON MISCONCEPTION

Students may say the plants grew. That is an event, not Kendrix's character growth.

POSSIBLE STUDENT QUESTION

Is plant recovery the theme? No. It is part of the result. The theme explains what Kendrix's change teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a theme in character growth. Keep the demand at this level.

RAISE THE THINKING

Ask students to state Kendrix's new habit in their own words.

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.

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Grade 5 · Cluster 4 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme shown by character growth."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Track what Kendrix believes first and what she understands later. Then choose the lesson that reaches beyond her."

▶ Students choose, then write one beginning detail and one ending detail that support the growth theme.

ANSWER KEY: A. Careful thinking can improve a solution.

CHECK FOR UNDERSTANDING

Ask why B cannot explain the whole story or apply to other people.

COMMON MISCONCEPTION

Students may choose B because it is true about Kendrix. A true character detail can still be too narrow.

POSSIBLE STUDENT QUESTION

What makes an answer too narrow? It stays with one character's preference instead of a lesson for readers.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from character growth. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate A without using the word thinking.

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.

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Grade 5 · Cluster 4 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how character growth supports a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A growth explanation needs the old thinking, the new thinking, and the result."

▶ Students complete Before, Change, and Result sentences using evidence from the story.

ANSWER KEY: A quick guess worsens the problem, while observing evidence leads to a better plan and recovery.

CHECK FOR UNDERSTANDING

Ask for one detail from before Kendrix changes and one from after.

COMMON MISCONCEPTION

Students may retell the garden events without naming the change in Kendrix's thinking.

POSSIBLE STUDENT QUESTION

Why compare two points? Growth is a change over time, so one line cannot show it alone.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining character growth with evidence. Keep the demand at this level.

RAISE THE THINKING

Ask how the result proves that the new thinking worked.

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.

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Grade 5 · Cluster 4 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme from a character's change."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Do not make the theme only about what Kendrix thinks. Turn her growth into a lesson any reader can use."

▶ Students write one growth theme and a second theme, then cite an early and later detail.

ANSWER KEY: Example: Careful thinking can improve a solution. Another theme is that new evidence can show when a plan needs to change.

CHECK FOR UNDERSTANDING

Ask a student to name the before and after that prove the theme.

COMMON MISCONCEPTION

Students may write Kendrix likes observing plants. That is one character's view, not a global lesson.

POSSIBLE STUDENT QUESTION

Can a theme name Kendrix? It is stronger when it turns her experience into a lesson for anyone.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from character growth. Keep the demand at this level.

RAISE THE THINKING

Ask students to apply Kendrix's lesson to a school problem.

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.

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Grade 5 · Cluster 4 · Theme · Friday

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a theme with growth evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A detail about what one character likes or does may be true, but it is not automatically the theme."

▶ Students name the trap, then replace the narrow view with a lesson supported by Kendrix's before and after.

ANSWER KEY: One character's view, too narrow. The answer names a habit instead of the lesson from her growth.

CHECK FOR UNDERSTANDING

Ask which earlier mistake makes Kendrix's new habit meaningful.

COMMON MISCONCEPTION

Students may accept the answer because the habit appears more than once. Repetition does not make a narrow view global.

POSSIBLE STUDENT QUESTION

How can I widen the answer? Move from what Kendrix does to what her change teaches readers.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a narrow view. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise the narrow view into a global lesson.

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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Find the before, find the after, and state the lesson that connects the change."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because Kendrix enjoys the garden. That is one character detail, not the lesson of her growth.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is 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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will complete the full STAAR task: state a theme and support it with evidence. A theme must fit the whole story.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will connect Kendrix’s first mistake to her evidence-based solution and test every life lesson against the actual text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 4 Module 4 . a class or student copy of “The Garden That Wouldn’t Grow” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to state the theme and name two parts of the story that support it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a theme and its strongest evidence."

EXACT TEKS WORDING

"infer 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.

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Grade 5 · Cluster 4 · Theme · Monday

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme and its strongest evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A direct lesson is useful evidence, but we still check the earlier events that led to it."

▶ Students underline quick guess and write the broader lesson in their own words.

ANSWER KEY: A quick guess is not enough. A supported theme is to use observation and evidence before deciding.

CHECK FOR UNDERSTANDING

Ask what Kendrix says people should do instead of guessing.

COMMON MISCONCEPTION

Students may copy the line as a summary. A theme explains the lesson beyond the event.

POSSIBLE STUDENT QUESTION

Does a theme have to copy a character's exact words? No. It should state the global lesson clearly.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to paraphrase the lesson without using gardening words.

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.

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Grade 5 · Cluster 4 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme supported by the whole story."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A supported theme needs a lesson and proof from the story, not just advice that sounds good."

▶ Students choose B, then match it with one early detail and one ending detail.

ANSWER KEY: B. Careful observation and evidence can lead to better solutions.

CHECK FOR UNDERSTANDING

Ask whether the story proves that people should always wait in every situation.

COMMON MISCONCEPTION

Students may choose A because it sounds responsible. A rule still needs support from this text.

POSSIBLE STUDENT QUESTION

What does supported mean? The text gives details that make the theme believable.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a second theme the story supports.

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.

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Grade 5 · Cluster 4 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can support a theme with evidence and explanation."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the detail, then explain what it shows about the theme."

▶ Students write two evidence and because sentences, using one early detail and one later detail.

ANSWER KEY: Her notes help her see patterns, and the improved plants show that the evidence-based plan works.

CHECK FOR UNDERSTANDING

Ask students to explain why the notebook matters, not just name it.

COMMON MISCONCEPTION

Students may list two quotes without explaining the connection. Add this shows.

POSSIBLE STUDENT QUESTION

Why use details from different parts? They show the lesson develops across the whole story.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a theme with an evidence chain. Keep the demand at this level.

RAISE THE THINKING

Ask how the ending confirms the 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.

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Grade 5 · Cluster 4 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can state a theme and support it with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Your response needs three parts: a theme, evidence one, and evidence two with an explanation."

▶ Students draft a theme and two evidence sentences, then check that the evidence comes from different parts.

ANSWER KEY: Example: Careful observation and evidence can lead to better solutions, shown by Kendrix's failed guess and improved evidence-based plan.

CHECK FOR UNDERSTANDING

Ask a student to explain how each detail proves the theme.

COMMON MISCONCEPTION

Students may write a summary of the garden. A summary tells events; a theme tells the lesson.

POSSIBLE STUDENT QUESTION

Can I use one detail only? One helps, but two details make the whole-text support stronger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about stating and supporting a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to make their evidence explanation more specific.

TODAY'S THINKING JOB

DEFEND

"I can defend a theme with evidence from the text."

EXACT TEKS WORDING

"infer 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 | I can explain why a life lesson that sounds useful may not be supported by this story.

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Grade 5 · Cluster 4 · Theme · Friday

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a theme with evidence from the text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A lesson can sound helpful and still be wrong for this text if the text does not prove it."

▶ Students name the trap, then revise the advice into a theme supported by the beginning and ending.

ANSWER KEY: Life lesson not supported by this text. The notebook is one tool in this story, not a rule for everyone.

CHECK FOR UNDERSTANDING

Ask students to find where the story tells all people to keep notebooks.

COMMON MISCONCEPTION

Students may accept the advice because the notebook helps Kendrix. One useful action does not prove a universal rule.

POSSIBLE STUDENT QUESTION

How do I test this trap? Search the whole text for evidence of the claimed rule.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the unsupported advice into a true theme.

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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the lesson, copy evidence from two places, and explain the connection.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Instead of 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.

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Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because keeping a notebook sounds helpful. Helpful advice still needs support from this text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is D.

- A** **People should keep a notebook whenever they have a problem.**
Life lesson not supported by this text. A notebook helps Kendrix, but the story does not make it a rule for everyone.
- B** **Plants grow best when they get extra water.**
Opposite. Too much water makes the garden worse, and the roots need balance.
- C** **Kendrix learns about plant roots.**
Too narrow. This names one piece of information, not the global lesson of the whole story.
- D** **Careful observation and evidence can lead to better solutions. Correct.**
Correct. Kendrix observes, records evidence, changes her plan, and helps the garden recover.

The Writing Academy®, LLC

Grade 5 · Cluster 4 · Theme

TEKS 5.8(A) · Theme · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer themes from what a character notices. A theme is a global lesson, not just an event or setting.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will track what Zaylen sees, connect it to life at home, and explain how the discovery points to a larger lesson.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 5 Module 1 . a class or student copy of “A Visit to the Workshop” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the event Zaylen notices and the bigger lesson it suggests.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice what a character 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Monday

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice what a character learns from an important event."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The glowing bulb is an event. Ask what that event may teach people beyond this workshop."

▶ Students underline something changing and write a global lesson that the observation suggests.

ANSWER KEY: The discovery may change daily life. That supports a theme about useful ideas improving people's lives.

CHECK FOR UNDERSTANDING

Ask whether the sentence names only a place and event or hints at a larger lesson.

COMMON MISCONCEPTION

Students may answer workshop or electric light. Those are topics or details, not themes.

POSSIBLE STUDENT QUESTION

What is the difference between an event and a theme? An event happens in the text; a theme is the lesson it suggests.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about inferring a theme from a character's noticing. Keep the demand at this level.

RAISE THE THINKING

Ask students to state the lesson without naming Zaylen, Edison, or the workshop.

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.

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Grade 5 · Cluster 5 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme that grows from what a character notices."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A theme travels beyond the story. Which answer could be true in many times and places?"

▶ Students choose privately, then label one wrong choice as Setting or event, not theme.

ANSWER KEY: C. Useful inventions can change daily life.

CHECK FOR UNDERSTANDING

Ask what detail shows that the light could help people at home.

COMMON MISCONCEPTION

Students may choose C because the bulbs are important. An important event is still not the theme.

POSSIBLE STUDENT QUESTION

How do I spot Setting or event, not theme? The answer tells where or what happened instead of what the text teaches.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from a discovery. Keep the demand at this level.

RAISE THE THINKING

Ask students to name another detail that supports the chosen 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can connect a character's noticing to a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name what Zaylen notices, then explain what that detail shows about the larger lesson."

▶ Students write two because sentences: one about the bulb and one about Zaylen's home.

ANSWER KEY: The bulb stays steady, while oil lamps flicker and smoke. The contrast shows how an invention can help people.

CHECK FOR UNDERSTANDING

Ask students to explain why the oil lamps matter to the theme.

COMMON MISCONCEPTION

Students may list the bulb and the lamps without explaining the connection.

POSSIBLE STUDENT QUESTION

Does evidence need an explanation? Yes. Explain what the detail shows about the theme.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how details support a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to add a second piece of evidence from the ending.

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.

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Grade 5 · Cluster 5 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme in my own words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Write the lesson first. Then use Zaylen's noticing as evidence that the lesson fits."

▶ Students write a theme and one evidence explanation in the OWN row.

ANSWER KEY: Example: New ideas can improve people's lives. Zaylen notices the light and imagines its benefits at home.

CHECK FOR UNDERSTANDING

Ask a student to point to the detail that supports the written theme.

COMMON MISCONCEPTION

Students may retell the visit. A retelling says what happened; a theme says what it teaches.

POSSIBLE STUDENT QUESTION

Can my theme name Zaylen or the workshop? No. A global theme should apply beyond this story.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from a character's observation. Keep the demand at this level.

RAISE THE THINKING

Ask students to make the theme apply to useful ideas beyond electric light.

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.

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Grade 5 · Cluster 5 · Theme · Friday

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why an event is not a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An event can be evidence. It becomes a theme only when we explain the lesson it teaches."

▶ Students name the trap and revise the event into a full-sentence global lesson.

ANSWER KEY: Setting or event, not theme. The glowing bulb is evidence for a lesson, not the lesson.

CHECK FOR UNDERSTANDING

Ask students to turn the event into a theme that could apply in other situations.

COMMON MISCONCEPTION

Students may accept the answer because it is important. Importance does not make an event a theme.

POSSIBLE STUDENT QUESTION

How do I fix this trap? Ask what the event shows about people, choices, or life beyond the story.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against an event trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to support their revised theme with Zaylen's thought about home.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Topic first, then a full-sentence theme, then one line that proves it."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“She 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B or D because those details appear in the story. A setting or event is not a global theme.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

The Writing Academy®, LLC

Grade 5 • Cluster 5 • Theme

TEKS 5.8(A) • Theme • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will connect a title to theme. The title names the focus, but the story teaches a larger lesson about that focus.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will use the workshop, the failed tests, and the workers’ patience to explain what the title means beyond one place.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 5 Module 2 . a class or student copy of “A Visit to the Workshop” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the title’s topic and the lesson the story develops from it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Monday

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a title points toward a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The title gives us a topic or place. We still need the lesson the whole visit teaches."

▶ Students circle workshop in the title and write what the workshop teaches Zaylen.

ANSWER KEY: The workshop is where repeated work happens. It points toward patience and learning from attempts.

CHECK FOR UNDERSTANDING

Ask whether the title alone is a lesson or whether the story gives it a meaning.

COMMON MISCONCEPTION

Students may say workshop is the theme. That is the Topic word, not theme trap.

POSSIBLE STUDENT QUESTION

How does a title help with theme? It names a focus, then the events reveal what that focus teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how the title points toward a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how a different title might change the reader's focus.

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.

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Grade 5 · Cluster 5 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can connect a title to a theme instead of choosing a topic word."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The title's topic is the workshop. Which choice explains what the workshop represents in this story?"

▶ Students choose A, then explain why workshop by itself is a topic, not a theme.

ANSWER KEY: A. The workshop shows patient work and repeated attempts.

CHECK FOR UNDERSTANDING

Ask students to add a lesson to the word workshop.

COMMON MISCONCEPTION

Students may choose B because it is a strong theme. First explain the title connection, then compare the themes.

POSSIBLE STUDENT QUESTION

What makes a title word a trap? It names the subject without stating what the text teaches about it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about connecting title and theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to turn the title topic into a theme sentence.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain how title details develop a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A title connection needs evidence from the place and from what happens there."

▶ Students write one sentence about the workshop and one about the failed tests, then connect both to the theme.

ANSWER KEY: The workshop holds the team's careful work, and the failed wires show that improvement takes repeated attempts.

CHECK FOR UNDERSTANDING

Ask what would be missing if the story only showed a successful bulb.

COMMON MISCONCEPTION

Students may explain only what a workshop is. Push them to explain why this workshop matters.

POSSIBLE STUDENT QUESTION

Why do repeated failures matter? They show the patience behind the improvement named by the theme.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing how the title and evidence develop a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect the last workshop image to the title's meaning.

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.

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a title points to a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the lesson, then show how the workshop and its repeated attempts make that lesson clear."

▶ Students write a theme and two evidence explanations in the OWN row.

ANSWER KEY: Example: Important improvements often require patience and many attempts. The workshop and repeated tests both support it.

CHECK FOR UNDERSTANDING

Ask a student to point out the title topic and the theme it helps develop.

COMMON MISCONCEPTION

Students may write the title as their theme. A title names the focus; a theme states the lesson.

POSSIBLE STUDENT QUESTION

Can the theme be only one word from the title? No. A theme must be a global lesson in a sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining the title's connection to a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a second theme the full story also supports.

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.

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Grade 5 · Cluster 5 · Theme · Friday

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why a title word is not a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic word answers what the story is about. A theme answers what the story teaches about that topic."

▶ Students label the trap and turn workshop into a full theme sentence supported by the passage.

ANSWER KEY: Topic word, not theme. Workshop is the title's subject, not a global life lesson.

CHECK FOR UNDERSTANDING

Ask students to use the repeated tests to build a lesson from the topic.

COMMON MISCONCEPTION

Students may accept the word because it is in the title. A title word still needs a lesson attached.

POSSIBLE STUDENT QUESTION

How do I fix a topic word? Ask what the text teaches about that topic and state the answer as a lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against a title-word trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to prove their corrected theme with one failed test and one later result.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the title topic, state a global theme, and prove the connection with two lines."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The title 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“For the first time, Zaylen understood that an invention was not created in one lucky moment. ... It grew from patience, careful work, and many mistakes.”

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it repeats the title's topic. A topic explains what the story is about, not what it teaches.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is D.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

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Grade 5 • Cluster 5 • Theme

TEKS 5.8(A) • Theme • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will compare themes. A story can develop more than one theme, but one may have stronger evidence.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will separate the workers’ repeated evidence from the future hopes and avoid generic morals that could fit almost any story.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 5 Module 3 . a class or student copy of “A Visit to the Workshop” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name the strongest theme and one reason another theme is only partly supported.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 5 · Theme · Monday

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice which theme the evidence develops most strongly."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"More than one theme may fit. The best-supported theme has evidence from the beginning, middle, and ending."

▶ Students underline teaches and write what the failed test teaches beyond this one workshop.

ANSWER KEY: Failure gives the workers information, and their continued work may help change how people live.

CHECK FOR UNDERSTANDING

Ask which later detail shows that the workers' effort may help many people.

COMMON MISCONCEPTION

Students may choose a life lesson that sounds true for any story. Check whether this text specifically supports it.

POSSIBLE STUDENT QUESTION

What makes a theme best supported? The text develops it repeatedly and gives evidence from more than one part.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the strongest of multiple themes. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a second theme that is partly supported.

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.

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Grade 5 · Cluster 5 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the theme with the strongest evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A best-supported theme must be more than a nice saying. It must match the exact work and change in this text."

▶ Students choose C, then mark which wrong choice is a generic moral.

ANSWER KEY: C. Careful work and repeated testing can improve an invention.

CHECK FOR UNDERSTANDING

Ask which answer includes the text's specific ideas about failure and helping people.

COMMON MISCONCEPTION

Students may choose A because it sounds detailed. Here the assigned choice C is the broader theme, while A is partly supported but overclaims the future impact.

POSSIBLE STUDENT QUESTION

How can a broad moral be a trap? It may fit many stories without being the lesson this text proves.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about comparing themes by evidence. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain why one theme is stronger than another.

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.

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Grade 5 · Cluster 5 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can compare the strength of theme evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Strong evidence is repeated and certain. A hope about the future may support a theme only partly."

▶ Students write one detail that strongly supports working hard and one detail that only suggests future change.

ANSWER KEY: The records and repeated tests strongly support hard work. The hoped-for brighter future is possible, but not complete in the story.

CHECK FOR UNDERSTANDING

Ask whether the story shows the future streets glowing or only imagines it.

COMMON MISCONCEPTION

Students may treat Zaylen's hope as proof that the invention already changed everyone's life.

POSSIBLE STUDENT QUESTION

What does partly supported mean? The text gives some evidence, but not enough to make the theme the strongest choice.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing why one theme is better supported. Keep the demand at this level.

RAISE THE THINKING

Ask students to use the ending to explain the limit of the future theme.

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.

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Grade 5 · Cluster 5 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can choose a best-supported theme and compare it with another theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Your answer needs a strongest theme, a second theme, and a reason the evidence is unequal."

▶ Students write both themes and cite one detail for each, using strongest or partly supported in their explanation.

ANSWER KEY: Example: Working hard is important in life is strongest because the workers keep testing. Helping many people is only partly supported because the future is imagined.

CHECK FOR UNDERSTANDING

Ask which theme has direct evidence and which depends on a prediction.

COMMON MISCONCEPTION

Students may call any true life lesson best supported. Compare it to the actual repeated evidence.

POSSIBLE STUDENT QUESTION

Can a theme be true but not best? Yes. It must be the lesson this text supports most clearly.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about comparing two themes independently. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise a generic moral so it includes this text's specific evidence.

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.

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Grade 5 · Cluster 5 · Theme · Friday

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can reject a generic moral and defend a text-supported theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A generic moral may be positive, but the text must give specific evidence for it."

▶ Students name the trap and replace the generic moral with one supported by the workshop evidence.

ANSWER KEY: Generic moral that fits many stories. The text does not develop kindness as its main lesson.

CHECK FOR UNDERSTANDING

Ask students to find a line about kindness. If there is none, the answer is unsupported.

COMMON MISCONCEPTION

Students may accept the trap because kindness is usually a good idea. Good advice is not automatically this text's theme.

POSSIBLE STUDENT QUESTION

How do I test a generic moral? Look for repeated, specific evidence that the text develops that exact lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending the best-supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to make the corrected theme specific to the workers' process.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Name the strongest theme, name a partly supported theme, and prove the difference with evidence."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because it sounds kind and wise. A positive saying still needs specific support from this text.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is A.

- A 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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week you will infer a theme on your own and support it with evidence from the whole text.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will look past one character’s opinion and use the team’s work, failures, and progress to build a global lesson.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 5 Module 4 . a class or student copy of “A Visit to the Workshop” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to state a theme and name two different parts of the text that support it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a theme 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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Monday

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme that grows from the whole text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"One person's words can help, but we need the whole workshop to see the author's larger message."

▶ Students underline each worker and write what their different jobs show about progress.

ANSWER KEY: Many workers prepare, build, test, and record. Their shared work supports a theme about teamwork and progress.

CHECK FOR UNDERSTANDING

Ask whether Edison works alone in the passage.

COMMON MISCONCEPTION

Students may copy Edison's words as the entire theme. His view is evidence, not the whole message.

POSSIBLE STUDENT QUESTION

Why use the whole text? A theme should explain repeated details, not only one person's line.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name another theme about learning from failure.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme that fits the whole text."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Look for the lesson that includes the team, the failed tests, and the continuing work."

▶ Students choose B, then label C as One character's view, too narrow.

ANSWER KEY: B. Teamwork and persistence help people make progress.

CHECK FOR UNDERSTANDING

Ask which choice could explain the whole process, not one thought or object.

COMMON MISCONCEPTION

Students may choose C because Zaylen's hope is important. It is still only one character's view.

POSSIBLE STUDENT QUESTION

What makes a view too narrow? It describes one character's idea instead of the author's message across the text.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to combine teamwork and learning from failure into one theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can support a theme with evidence from several parts."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use one detail about teamwork and one about failure, then explain what both show."

▶ Students write a two-detail evidence chain with a because explanation.

ANSWER KEY: The workers share ideas and jobs, and they restart after failure. Their process supports the theme of progress through teamwork and improvement.

CHECK FOR UNDERSTANDING

Ask students to explain why beginning again matters to the theme.

COMMON MISCONCEPTION

Students may only summarize the workshop. Require a sentence explaining what the events show.

POSSIBLE STUDENT QUESTION

How do details become evidence? Explain the lesson each detail reveals, not just what happened.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting an independent theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to add evidence from the ending about changing daily life.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write and support a theme independently."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the lesson, choose evidence from two places, and explain the connection for each line."

▶ Students write a theme and two evidence explanations in the OWN row.

ANSWER KEY: Example: Progress often comes when people work together, learn from failure, and keep improving.

CHECK FOR UNDERSTANDING

Ask students to show how both evidence lines support the same lesson.

COMMON MISCONCEPTION

Students may write only what Edison believes. Add evidence from the team and the ending.

POSSIBLE STUDENT QUESTION

Can one line prove the whole theme? One line helps, but evidence from two parts shows whole-text support.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and supporting a theme independently. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a second theme about careful records and evidence.

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 | I can defend a whole-text theme with evidence from several people and events.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme · Friday

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why one character's view is too narrow."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A character's thought can be evidence. It is too narrow when it cannot explain the rest of the text."

▶ Students name the trap and revise Zaylen's view into a global theme supported by the team.

ANSWER KEY: One character's view, too narrow. Zaylen's thought is only one part of the author's message.

CHECK FOR UNDERSTANDING

Ask students to add one worker detail that the narrow answer leaves out.

COMMON MISCONCEPTION

Students may accept the answer because Zaylen is the viewpoint character. The viewpoint character does not state every theme.

POSSIBLE STUDENT QUESTION

How do I fix a narrow view? Include the repeated work and lessons shown by the whole text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a whole-text theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how Zaylen's hope can become supporting evidence instead of the theme itself.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the theme, copy two lines from different places, and explain both connections.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“They 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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because it is Zaylen's thought. One character's view can be evidence, but it may be too narrow to be the theme.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 5 · Cluster 5 · Theme

TEKS 5.8(A) · Theme · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will use a turning point to infer a theme. A turning point is an important change, but the theme is the life lesson it reveals.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will connect Rosa's sight of the statue to themes about hope, freedom, and opportunity, while avoiding setting or event answers.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 6 Module 1 . a class or student copy of “A Gift that Welcomed Millions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name an event and then turn it into a possible life lesson.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 6 · Theme · Monday

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a turning point points toward a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The turning point is an event. We use what it reveals to infer the lesson beyond the story."

▶ Students underline the ideas the torch represents and write one possible life lesson.

ANSWER KEY: The torch represents hope and freedom, which helps develop a theme about seeking a better future.

CHECK FOR UNDERSTANDING

Ask what the torch means, not only where it is.

COMMON MISCONCEPTION

Students may call the Statue of Liberty the theme. That is a setting or event, not a lesson.

POSSIBLE STUDENT QUESTION

Why is the statue not a theme? It is a story detail. A theme explains what the detail teaches.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about connecting a turning point to theme. Keep the demand at this level.

RAISE THE THINKING

Ask for a second theme about belonging that the text may develop.

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.

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Grade 5 · Cluster 6 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme that grows from an important event."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Only A teaches a lesson that can apply beyond Rosa's story."

▶ Students choose privately, then explain why the two event choices are not themes.

ANSWER KEY: A. People can seek hope and freedom when they begin a new life.

CHECK FOR UNDERSTANDING

Ask which choice could be true in many different stories about starting over.

COMMON MISCONCEPTION

Students may choose B because the statue causes the turning point. The cause is not the lesson.

POSSIBLE STUDENT QUESTION

What makes an event choice a trap? It names what happened instead of what the text teaches.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme from a turning point. Keep the demand at this level.

RAISE THE THINKING

Ask students to restate the theme without mentioning the statue.

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.

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Grade 5 · Cluster 6 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a turning point supports a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the event, then explain the larger idea it helps Rosa and her family understand."

▶ Students write one sentence about the statue and one about the journey, then connect both to a theme.

ANSWER KEY: The statue represents hope and freedom, while the journey shows the family seeking opportunity. Both support the theme.

CHECK FOR UNDERSTANDING

Ask students to explain why the journey matters to the turning point.

COMMON MISCONCEPTION

Students may retell Rosa arriving. Require the lesson shown by her arrival.

POSSIBLE STUDENT QUESTION

How does a detail become evidence? Tell what the detail teaches, not only what it contains.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a turning point's meaning. Keep the demand at this level.

RAISE THE THINKING

Ask how the same turning point could support a theme about belonging.

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.

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Grade 5 · Cluster 6 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme connected to a turning point."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Write the lesson first. Then show how the turning point and the ending support it."

▶ Students write a theme and two short evidence explanations on the OWN row.

ANSWER KEY: Example: Hope and freedom can give people courage to begin a difficult new life.

CHECK FOR UNDERSTANDING

Ask a student how the ending connects back to the turning point.

COMMON MISCONCEPTION

Students may write that Rosa saw a statue. That is a summary detail, not a theme.

POSSIBLE STUDENT QUESTION

Does a theme need to name Rosa? No. A global lesson should apply beyond one character.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from an important change. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a second theme about becoming part of a community.

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.

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Grade 5 · Cluster 6 · Theme · Friday

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why an event or setting is not a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A setting can help reveal a theme, but a setting is not the lesson itself."

▶ Students name the trap and revise the setting statement into a global theme.

ANSWER KEY: Setting or event, not theme. The statement names a place instead of what the story teaches.

CHECK FOR UNDERSTANDING

Ask students to add the lesson that the statue helps Rosa understand.

COMMON MISCONCEPTION

Students may accept it because the statue is important. Importance does not make a detail a theme.

POSSIBLE STUDENT QUESTION

How can I fix the trap? Turn the event into a lesson about what people learn from it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme against an event trap. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain how the setting supports more than one theme.

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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name the turning point, state the lesson it reveals, and prove it with another detail.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Her 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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because the statue causes the turning point. The statue is a setting detail, not a theme.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will infer theme from Rosa's choices. A choice is evidence, but we must explain the larger lesson it supports.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will follow the family's decision, Rosa's learning, and the ending to find supported themes and reject unsupported rules.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 6 Module 2 . a class or student copy of “A Gift that Welcomed Millions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name a character choice and the lesson it might reveal.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how a character's choice reveals a theme."

EXACT TEKS WORDING

"infer 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Monday

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how a character's choice reveals a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A choice is evidence. We still need to ask what life lesson that choice supports across the text."

▶ Students underline the choice and write what it shows Rosa understands.

ANSWER KEY: Rosa looks back at the statue, showing that its message of hope and freedom matters to her journey.

CHECK FOR UNDERSTANDING

Ask why Rosa looks back, not only what she sees.

COMMON MISCONCEPTION

Students may write that Rosa should never feel nervous. The text does not teach that lesson.

POSSIBLE STUDENT QUESTION

How do I test a life lesson? Find details in the text that actually support it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about connecting a choice to theme. Keep the demand at this level.

RAISE THE THINKING

Ask what other choice shows the family is preparing for a new life.

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.

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Grade 5 · Cluster 6 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme supported by the main character's choices."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"B matches Rosa's choices and the family's reasons. The other choices make rules the text never teaches."

▶ Students choose privately, then mark the unsupported rule in each wrong choice.

ANSWER KEY: B. People can face uncertainty to build a freer future.

CHECK FOR UNDERSTANDING

Ask which choice is supported by both the decision to leave and the decision to continue.

COMMON MISCONCEPTION

Students may choose C because Rosa's family moves to the United States. One family's choice does not make a rule for every family.

POSSIBLE STUDENT QUESTION

What makes a life lesson unsupported? The story does not give evidence for that broad rule.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a supported character-choice theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to revise A into a theme the text actually supports.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how choices support a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use one choice from the journey and one choice from Rosa's new life."

▶ Students write a two-detail explanation using the frame: This choice shows...

ANSWER KEY: The family chooses a difficult journey, and Rosa chooses to learn. Together those actions support a theme about courage and effort.

CHECK FOR UNDERSTANDING

Ask how learning English continues the family's original choice.

COMMON MISCONCEPTION

Students may say Rosa learns English and stop. Add what that choice teaches about building a future.

POSSIBLE STUDENT QUESTION

Why use two choices? They show the lesson continues beyond one decision.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining a choice-based theme. Keep the demand at this level.

RAISE THE THINKING

Ask how helping Marco develops another theme about family support.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write and support a theme from character choices."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the lesson, then name the choices that make the lesson true beyond Rosa's story."

▶ Students write a theme and explain two character choices on the OWN row.

ANSWER KEY: Example: Building a new future often requires courage to make choices and effort to keep going.

CHECK FOR UNDERSTANDING

Ask whether the theme includes evidence from the beginning and later parts.

COMMON MISCONCEPTION

Students may retell Rosa's move. Ask what the move teaches about choices and effort.

POSSIBLE STUDENT QUESTION

Can the theme be a command like Everyone should move? No. It must be a supported lesson, not an unsupported rule.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from choices. Keep the demand at this level.

RAISE THE THINKING

Ask students to infer a second theme about family support.

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.

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Grade 5 · Cluster 6 · Theme · Friday

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why a life lesson is not supported."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A theme must come from the text. Do not turn one family's choice into a rule for every person."

▶ Students name the trap and revise the statement so it matches the evidence.

ANSWER KEY: Life lesson not supported by this text. The story does not tell everyone to leave home.

CHECK FOR UNDERSTANDING

Ask students to replace everyone with a more accurate global lesson.

COMMON MISCONCEPTION

Students may accept the statement because the family finds opportunities. The text does not promise the same choice for everyone.

POSSIBLE STUDENT QUESTION

How can I test an answer? Ask whether the whole text proves the rule, not merely one example.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a supported theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain why a theme can be global without saying everyone or always.

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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"State the lesson, copy two choices from different places, and explain both connections."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE Rosa 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“Rosa 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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the family leaves home. The text does not say everyone should make the same choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is D.

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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ Reveal each choice's reason. Say the trap name aloud with the class.

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Theme

TEKS 5.8(A) • Theme • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will compare a text-specific theme with a true but generic moral. The best theme explains the story's important patterns.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will use Rosa's work, learning, hope, and belonging to show why Always be careful does not capture this story's message.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 6 Module 3 . a class or student copy of “A Gift that Welcomed Millions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to give a generic moral and explain why it might not fit every story.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Monday

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the message that fits this text best."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A theme should fit the text's important details. A true sentence can still be the wrong theme."

▶ Students underline details about difficulty and effort, then write the lesson those details build.

ANSWER KEY: The family's hard work and continued learning support a specific theme about perseverance and building a future.

CHECK FOR UNDERSTANDING

Ask whether Always be careful explains the family's hope, work, and learning.

COMMON MISCONCEPTION

Students may accept any advice that is true. The best theme must match this text's message.

POSSIBLE STUDENT QUESTION

Why is a generic moral a trap? It could fit many stories and does not use this story's main details.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about separating a specific theme from a generic moral. Keep the demand at this level.

RAISE THE THINKING

Ask for a second text-specific theme about belonging.

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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can reject a generic moral and choose a text-specific theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A explains both problems: the advice is too general and misses the story's message about building a new life."

▶ Students choose A, then write one detail that a stronger theme must explain.

ANSWER KEY: A. It is a Generic moral that fits many stories and does not explain this family's journey.

CHECK FOR UNDERSTANDING

Ask which choice names the trap and connects it to the whole text.

COMMON MISCONCEPTION

Students may choose B because the family faces danger. The problem is not that the moral is false; it is too generic.

POSSIBLE STUDENT QUESTION

Can a true statement still be a trap? Yes, if it does not capture this text's message.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about rejecting a generic theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to replace Always be careful with a lesson about this family's experience.

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.

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Grade 5 · Cluster 6 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can support a specific theme with several details."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Choose details that repeat the text's message. Then explain why the generic moral leaves them out."

▶ Students make a three-detail evidence chain and cross out the details a generic moral cannot explain.

ANSWER KEY: Work, learning, and the statue's message all point to hope and perseverance. Always be careful does not connect them.

CHECK FOR UNDERSTANDING

Ask which detail would be unexplained by the generic moral.

COMMON MISCONCEPTION

Students may list details without explaining them. Require a sentence about the message they share.

POSSIBLE STUDENT QUESTION

What makes a theme specific? It explains the repeated ideas and events that matter most in this text.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing why a generic moral misses. Keep the demand at this level.

RAISE THE THINKING

Ask how the text supports both perseverance and belonging as multiple themes.

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.

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Grade 5 · Cluster 6 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a text-specific theme in my own words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask what the story keeps showing. Your theme should explain those repeated ideas, not just give general advice."

▶ Students write a theme and two details, then add one sentence explaining why Always be careful is weaker.

ANSWER KEY: Example: People can build belonging by sharing their past while learning how to live in a new community.

CHECK FOR UNDERSTANDING

Ask a student to point to the repeated details their theme explains.

COMMON MISCONCEPTION

Students may write a generic command like Always work hard. Ask how it fits the statue, traditions, and new community.

POSSIBLE STUDENT QUESTION

How do I compare themes? Choose the one that explains more important details from the whole text.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a text-specific theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to write a second theme about hope and freedom.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Friday

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a text-specific theme against a generic moral."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Do not ask only whether the moral is true. Ask whether it explains this text's most important patterns."

▶ Students name the trap and revise the moral into a theme supported by Rosa's journey.

ANSWER KEY: Generic moral that fits many stories. It does not explain the story's repeated ideas about hope and building a new life.

CHECK FOR UNDERSTANDING

Ask students to name two text details that Always be careful leaves out.

COMMON MISCONCEPTION

Students may call it Too broad. The exact problem is that it is generic and not tied to this text's message.

POSSIBLE STUDENT QUESTION

How can I fix the generic moral? Include the specific life lesson shown by the family's journey and new community.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a specific theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to explain why a theme can be global and still text-specific.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to use the question on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Choose the repeated ideas, write the theme they build, and explain why a generic moral misses them."

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

"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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, worded the way the STAAR test words it."

▶ Read the excerpt and the question aloud.

"Read all four choices. Cross out each trap and say its name before you choose."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because the family faces uncertainty. The issue is not whether the moral is true, but whether it explains this story's message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is C.

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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

THEME

EXACT TEKS WORDING (FROM TEA)

“infer 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.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Theme

TEKS 5.8(A) • Theme • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will defend a theme with two details. A strong answer states a life lesson and explains how the evidence proves it.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will move beyond topic details about language, songs, and traditions to find themes about belonging, learning, and building a new life.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 6 Module 4 . a class or student copy of “A Gift that Welcomed Millions” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to turn one story detail into a theme and name evidence for it.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a theme 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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Monday

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme hiding behind a topic detail."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic-adjacent statement names something in the text. A theme explains what that detail teaches about life."

▶ Students circle the topic detail and write the larger lesson beside it.

ANSWER KEY: Customs are the detail. Remembering the past while creating a new life is the theme idea.

CHECK FOR UNDERSTANDING

Ask what the customs teach, not what the family cooks or sings.

COMMON MISCONCEPTION

Students may write Families cook familiar foods. That is topic-adjacent, not a message.

POSSIBLE STUDENT QUESTION

How do I turn a detail into a theme? Ask what people learn from the detail beyond this family.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about moving from detail to message. Keep the demand at this level.

RAISE THE THINKING

Ask for another theme about freedom that the story develops.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme and prepare evidence for it."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"B is a lesson that can apply beyond Rosa's school. A only reports who attends."

▶ Students choose B, then list two details they could use to defend it.

ANSWER KEY: B. People can learn from one another while building a shared community.

CHECK FOR UNDERSTANDING

Ask students to name one school detail and one family detail that support B.

COMMON MISCONCEPTION

Students may choose A because it is clearly true. True details are not always themes.

POSSIBLE STUDENT QUESTION

Why is A topic-adjacent? It is about the school and students, but it does not state the lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a defensible theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to connect B to the family's traditions.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can defend a theme with two details."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A defense needs the detail, the connection, and the lesson it proves."

▶ Students write two evidence sentences using because to connect each detail to the theme.

ANSWER KEY: Rosa shares Italian words and songs, while classmates help her learn. Both details show learning across cultures.

CHECK FOR UNDERSTANDING

Ask students to explain how each detail supports the same theme.

COMMON MISCONCEPTION

Students may copy two lines without explaining them. Evidence needs a connection to the theme.

POSSIBLE STUDENT QUESTION

What makes evidence strong? It comes from the text and is explained as proof of the theme.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about defending a theme with two details. Keep the demand at this level.

RAISE THE THINKING

Ask how the harbor scene adds evidence about belonging.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme and defend it with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the lesson, choose evidence from two places, and explain the connection after each line."

▶ Students write a theme and a two-detail defense on the OWN row.

ANSWER KEY: Example: People can create belonging by sharing their own traditions and learning from others.

CHECK FOR UNDERSTANDING

Ask whether both details prove the lesson, not only the topic.

COMMON MISCONCEPTION

Students may write Students learn English. Ask what that detail teaches about community or belonging.

POSSIBLE STUDENT QUESTION

Can my theme name a topic? It can mention an idea, but it must teach a global lesson in a full sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and defending a theme. Keep the demand at this level.

RAISE THE THINKING

Ask students to name a second theme about hope and freedom and add evidence.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme · Friday

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why a topic detail is not a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The detail can support a theme, but it is not the theme until we explain its larger lesson."

▶ Students name the trap and revise the statement into a global theme supported by Rosa's learning.

ANSWER KEY: Topic-adjacent statement as message. The sentence reports an event instead of explaining its life lesson.

CHECK FOR UNDERSTANDING

Ask students to add what Rosa's learning shows about joining a community.

COMMON MISCONCEPTION

Students may call it Too narrow. The more exact trap is that it is a detail presented as a message.

POSSIBLE STUDENT QUESTION

How do I fix it? Turn Rosa's action into a lesson about learning, sharing, and belonging.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a message against a topic detail. Keep the demand at this level.

RAISE THE THINKING

Ask students to use the topic detail as evidence for a stronger theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“State the global lesson, copy two lines, and explain how each line supports it.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because Rosa learning English is important. It is evidence for a theme, not the message by itself.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is B.

- A Rosa learns English in New York.**
Topic-adjacent statement as message. This is an event that can support a theme, but it is not the larger lesson.
- B People can build belonging by sharing their past while learning from a new community. Correct.**
Correct. Rosa shares Italian songs and words, learns English, and keeps traditions while creating a new life.
- C Families keep traditions from their old homes.**
Topic-adjacent statement as message. This detail is true, but it leaves out the larger lesson about belonging and learning.
- D Schools should teach students songs from many countries.**
Life lesson not supported by this text. The story shows sharing across cultures, but it does not give this rule to every school.

The Writing Academy®, LLC

Grade 5 · Cluster 6 · Theme

TEKS 5.8(A) · Theme · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Theme

TEKS 5.8(A) • Theme • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will find themes in a longer poem. The topic names what it discusses, while a theme states the lesson.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will track how one voice grows into many voices and avoid Word association from the lines.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 7 Module 1 . a class or student copy of “One Voice Can Start a Wave” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask for a topic and a theme sentence.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Monday

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a possible theme in a poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A poem may begin with one detail and build toward a lesson beyond the poem."

▶ Underline spoken and stronger tone. Write the possible lesson.

ANSWER KEY: One person's words can gain power when others join in.

CHECK FOR UNDERSTANDING

Ask which words show the idea growing.

COMMON MISCONCEPTION

Students may answer voice. That is a topic word, not a full theme.

POSSIBLE STUDENT QUESTION

Can voice be the theme? No. Voice names the topic; the theme explains the lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a lesson. Keep the demand at this level.

RAISE THE THINKING

Ask what the stronger tone could teach people.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme that fits a whole poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask whether each choice teaches a lesson or only repeats a poem word."

▶ Choose privately, then label the word-association trap.

ANSWER KEY: C. Speaking together can help people create change.

CHECK FOR UNDERSTANDING

Ask why A is not a theme.

COMMON MISCONCEPTION

A repeats words from the poem but does not state what readers can learn.

POSSIBLE STUDENT QUESTION

What makes C stronger than A? C states a life lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme. Keep the demand at this level.

RAISE THE THINKING

Restate C without the word change.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how details support a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use one detail from the middle and one from the end to show growth."

▶ Cite two lines and explain how each supports the theme.

ANSWER KEY: Sharing thoughts lets leaders hear more views, and one voice can start a mighty wave.

CHECK FOR UNDERSTANDING

Ask for one middle and one ending detail.

COMMON MISCONCEPTION

A summary is not enough. Require details that prove the lesson.

POSSIBLE STUDENT QUESTION

Why use two details? They show the idea across the poem.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a theme. Keep the demand at this level.

RAISE THE THINKING

Ask whether the ending strengthens the first idea.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme in my own words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Turn the poem's action into a lesson for life."

▶ Write one theme and one supporting line.

ANSWER KEY: Example: One brave person can inspire others to speak up and help create change.

CHECK FOR UNDERSTANDING

Ask why it fits the whole poem.

COMMON MISCONCEPTION

One voice is a topic, not a lesson.

POSSIBLE STUDENT QUESTION

Does it need to mention the street? No. A global lesson reaches beyond the poem.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme. Keep the demand at this level.

RAISE THE THINKING

Connect the lesson to people working together.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Friday

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a theme and name a trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Word association from the lines sounds connected, but it never says what people can learn."

▶ Name the trap and revise the answer into a theme sentence.

ANSWER KEY: Word association from the lines. The answer lists poem words instead of stating a lesson.

CHECK FOR UNDERSTANDING

Ask students to turn the word list into a lesson.

COMMON MISCONCEPTION

Words from the poem still need to be shaped into a lesson.

POSSIBLE STUDENT QUESTION

How do I spot this trap? Look for poem words without a life lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a theme. Keep the demand at this level.

RAISE THE THINKING

Write the stronger 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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Topic first, then a lesson, then two proof lines.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE The words 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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing B because questions, voices, and a street appear, even though B does not state a lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is 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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will use imagery to understand themes. An image is what we picture, while a theme is the larger lesson.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“We will study asking and listening and avoid the Topic word, not theme trap.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 7 Module 2 . a class or student copy of “One Voice Can Start a Wave” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Name an image and the lesson it suggests.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice how an 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.

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Grade 5 · Cluster 7 · Theme · Monday

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how an image hints at a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An image is what we picture. A theme is what that picture teaches."

▶ Sketch the two actions and write the lesson they suggest.

ANSWER KEY: Listening to questions can help people consider fairness.

CHECK FOR UNDERSTANDING

Ask which action shows listening.

COMMON MISCONCEPTION

Fairness is a topic word, not a full theme.

POSSIBLE STUDENT QUESTION

Is fairness by itself a theme? No. The theme explains what the poem teaches about it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing theme imagery. Keep the demand at this level.

RAISE THE THINKING

Ask what happens if no one listens.

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.

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Grade 5 · Cluster 7 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can explain how an image supports a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Choose the answer that explains both the picture and the lesson."

▶ Circle the action and underline the lesson in the best choice.

ANSWER KEY: B. Questions and listening can help people think about fairness.

CHECK FOR UNDERSTANDING

Ask why A is incomplete.

COMMON MISCONCEPTION

Fairness fits the line but does not explain the lesson.

POSSIBLE STUDENT QUESTION

What does B add to fairness? It explains what people learn from asking and listening.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about explaining imagery. Keep the demand at this level.

RAISE THE THINKING

Name the two actions in the image.

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.

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Grade 5 · Cluster 7 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how images and later details support a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Do not stop at what the image looks like. Explain its lesson and later connection."

▶ Write the early image, a later detail, and their connection.

ANSWER KEY: The early question and later sharing show that listening can lead toward fair change.

CHECK FOR UNDERSTANDING

Ask for one early and one later detail.

COMMON MISCONCEPTION

A description without a lesson is incomplete.

POSSIBLE STUDENT QUESTION

How do I show support? Name the image, then explain its lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about connecting imagery. Keep the demand at this level.

RAISE THE THINKING

Ask how ignoring the question would change the meaning.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme supported by imagery."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The image gives an action. Your theme tells what that action teaches."

▶ Write a theme and explain how the image supports it.

ANSWER KEY: Example: Listening to different voices can help people understand problems and work toward fair change.

CHECK FOR UNDERSTANDING

Point to the image that supports the theme.

COMMON MISCONCEPTION

Questions or fairness are topic words, not themes.

POSSIBLE STUDENT QUESTION

Can a theme be one word? No. Write a full lesson.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a theme from imagery. Keep the demand at this level.

RAISE THE THINKING

Write a second supported 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Friday

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a theme against a topic trap."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic word can matter, but a theme says what the poem teaches about it."

▶ Name the trap and expand fairness into a theme sentence.

ANSWER KEY: Topic word, not theme. Fairness names an idea but does not state the lesson.

CHECK FOR UNDERSTANDING

Turn fairness into a lesson.

COMMON MISCONCEPTION

A word can fit the poem and still not be a theme.

POSSIBLE STUDENT QUESTION

How can I fix it? Add what the poem teaches about fairness.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a topic trap. Keep the demand at this level.

RAISE THE THINKING

Name another topic word.

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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Picture the image, name the action, then explain the life lesson.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because fairness appears in the lines, even though A names a topic word.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is 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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

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Grade 5 • Cluster 7 • Theme

TEKS 5.8(A) • Theme • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will follow a theme as a poem moves from stanza to stanza.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will track evidence and avoid answers that Describes one stanza only.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 7 Module 3 . a class or student copy of “Try, Learn, Change” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Explain how a theme can grow across two parts.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice the first 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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Monday

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the first step in a poem's theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The first stanza plants an idea. Later stanzas may add examples."

▶ Underline stop, see, and facts. Write the first step.

ANSWER KEY: Observe facts before deciding what to do.

CHECK FOR UNDERSTANDING

Ask what action comes before choosing.

COMMON MISCONCEPTION

Turtles are examples, not the theme.

POSSIBLE STUDENT QUESTION

Are turtles the theme? No. They help teach a lesson about evidence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a starting theme. Keep the demand at this level.

RAISE THE THINKING

Ask what a careful thinker observes.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme that follows the poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Choose the answer that begins in stanza 1 and continues through stanza 2."

▶ Draw an arrow from observe in stanza 1 to change in stanza 2.

ANSWER KEY: C. People should use evidence and change their thinking when needed.

CHECK FOR UNDERSTANDING

Ask why A cannot describe the whole poem.

COMMON MISCONCEPTION

One example is not the poem's whole theme.

POSSIBLE STUDENT QUESTION

What must a build answer do? Explain how the idea grows across stanzas.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about following theme development. Keep the demand at this level.

RAISE THE THINKING

Name an example from each stanza.

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.

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Grade 5 · Cluster 7 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can explain how a theme develops across stanzas."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use a first, then sentence: first the poem introduces an idea, then the next stanza deepens it."

▶ Write what stanza 1 begins and what stanza 2 extends.

ANSWER KEY: Stanza 1 introduces fitting responses; stanza 2 extends the idea to testing and changing plans.

CHECK FOR UNDERSTANDING

Ask what new example stanza 2 adds.

COMMON MISCONCEPTION

Do not retell only Kendrix. Require both stanzas.

POSSIBLE STUDENT QUESTION

Why is one stanza not enough? The question asks how the idea grows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining theme development. Keep the demand at this level.

RAISE THE THINKING

Ask how the final line gathers examples.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme that fits every part."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The poem teaches that evidence can improve an idea."

▶ Write a theme and name one example from each stanza.

ANSWER KEY: Example: Strong thinkers use evidence to test ideas and change when facts point to a better answer.

CHECK FOR UNDERSTANDING

Connect the theme to two examples.

COMMON MISCONCEPTION

Change is a topic word, not the lesson.

POSSIBLE STUDENT QUESTION

How do I know it fits? It explains animals, people, experiments, and communities.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a whole-poem theme. Keep the demand at this level.

RAISE THE THINKING

Write a second theme about learning from mistakes.

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."

I CAN | I can explain why one example cannot stand for the whole poem.

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Grade 5 · Cluster 7 · Theme · Friday

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend a theme against a narrow answer."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"An answer may be true and still cover only one part of the poem."

▶ Name the trap and add two examples outside Kendrix.

ANSWER KEY: Describes one stanza only. Kendrix is one example, not the whole theme.

CHECK FOR UNDERSTANDING

Name one example outside Kendrix.

COMMON MISCONCEPTION

Matching one part is not enough for a whole-poem theme.

POSSIBLE STUDENT QUESTION

How can I test it? Ask whether it explains both stanzas.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending across stanzas. Keep the demand at this level.

RAISE THE THINKING

Broaden the narrow answer.

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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name what stanza 1 begins, what stanza 2 adds, and the lesson connecting both.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it names examples instead of explaining how the theme develops.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

The answer is C.

A

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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will find multiple themes in one poem. Each theme needs text evidence.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will match evidence to two lessons and reject Life lesson not supported by this text.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 7 Module 4 . a class or student copy of “Try, Learn, Change” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Explain how two themes can fit one poem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 7 · Theme · Monday

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice multiple themes in one poem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Each theme is a lesson supported by text, not a random topic."

▶ Write one lesson about fitting a response and one about evidence.

ANSWER KEY: A good response fits the situation; people need to learn from facts.

CHECK FOR UNDERSTANDING

Point to words showing a response must fit.

COMMON MISCONCEPTION

Adaptation is a topic word, not a theme.

POSSIBLE STUDENT QUESTION

Can adaptation be one theme? No. The theme explains what the poem teaches about it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing multiple themes. Keep the demand at this level.

RAISE THE THINKING

Find a second lesson in the garden or workshop.

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.

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Grade 5 · Cluster 7 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose multiple themes the poem supports."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"For two themes, ask whether the poem proves each lesson."

▶ Choose, then cite one line for each theme.

ANSWER KEY: A. Responses should fit situations and evidence can change thinking

CHECK FOR UNDERSTANDING

Ask what evidence supports each half of A.

COMMON MISCONCEPTION

A sounds like advice but contradicts the poem's lessons.

POSSIBLE STUDENT QUESTION

What makes a pair? Each part must be a supported life lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing multiple themes. Keep the demand at this level.

RAISE THE THINKING

Find another line for each theme.

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.

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Grade 5 · Cluster 7 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can support two themes with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the theme, quote a detail, and explain the connection twice."

▶ Make two rows with a theme, line, and explanation.

ANSWER KEY: Responses should fit situations; evidence can show that a first answer needs change.

CHECK FOR UNDERSTANDING

Ask which detail proves the evidence theme.

COMMON MISCONCEPTION

One detail used twice needs two separate explanations.

POSSIBLE STUDENT QUESTION

Can one poem have both themes? Yes, when different examples support each lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting multiple themes. Keep the demand at this level.

RAISE THE THINKING

Use the Edison example for one theme.

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.

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Grade 5 · Cluster 7 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write multiple themes and support each with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Two themes should be different lessons, not two retellings."

▶ Write two theme-and-evidence pairs.

ANSWER KEY: Theme 1: responses fit situations. Theme 2: evidence can help thinkers revise ideas.

CHECK FOR UNDERSTANDING

Ask how the themes differ.

COMMON MISCONCEPTION

Two topic words are not two themes.

POSSIBLE STUDENT QUESTION

How do I know each is supported? Point to lines that develop it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing multiple themes. Keep the demand at this level.

RAISE THE THINKING

Add a third only if you can prove it.

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.

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Grade 5 · Cluster 7 · Theme · Friday

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can reject an unsupported life lesson."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A lesson can sound wise and still be wrong for this text. Evidence decides."

▶ Name the trap, show the missing evidence, and replace the answer.

ANSWER KEY: Life lesson not supported by this text. The poem does not promise rewards.

CHECK FOR UNDERSTANDING

Find a line showing a more accurate lesson.

COMMON MISCONCEPTION

Positive advice still needs evidence.

POSSIBLE STUDENT QUESTION

How do I test the trap? Ask whether the poem develops the lesson.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending multiple themes. Keep the demand at this level.

RAISE THE THINKING

Revise the reward claim.

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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Write two lessons, then prove each with a line or detail.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE One 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.

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 7 · Theme

TEKS 5.8(A) · Theme · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because it sounds positive, though the poem does not support every change bringing a reward.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is B.

A

Every challenge ends well and plans should never be questioned

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.**

Correct. The poem shows that responses must fit challenges and evidence can lead people to revise plans.

C

Gardens and inventions are important, and all people learn alike

Life lesson not supported by this text. Gardens and inventions are examples, and the poem shows different ways of learning.

D

Everyone should adapt quickly, and every change will bring a reward

Life lesson not supported by this text. The poem does not promise rewards for every change.

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is B. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will compare two poems and find themes they share.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will prove a shared theme with evidence from both poems and avoid One poem only, too narrow.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 1 . a class or student copy of "One Voice Can Start a Wave" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask how a shared theme differs from a detail in one poem.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 8 · Theme · Monday

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme shared by two poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A shared theme must cross the space between both poems."

▶ Write the lesson and name one poem detail that supports it.

ANSWER KEY: A small effort can grow when people join together.

CHECK FOR UNDERSTANDING

Ask which words show growth through joining.

COMMON MISCONCEPTION

Students may name voice as a theme. Voice is a topic word, not a full lesson.

POSSIBLE STUDENT QUESTION

Does one line prove a shared theme? No. Check both poems.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Find a matching idea in the second poem.

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.

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Grade 5 · Cluster 8 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme that fits both poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A shared theme must fit both poems, not just one example."

▶ Choose privately, then mark which wrong choice comes from one poem.

ANSWER KEY: C. People can create change by learning and working together.

CHECK FOR UNDERSTANDING

Ask how C fits both poems.

COMMON MISCONCEPTION

Students may choose A or B because each is a true detail from one poem. Neither is shared.

POSSIBLE STUDENT QUESTION

What makes a theme shared? Both texts develop it.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Restate the shared lesson in your own words.

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.

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Grade 5 · Cluster 8 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can support a shared theme with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name one detail from each poem, then connect both to the lesson."

▶ Make two evidence boxes, one for each poem.

ANSWER KEY: The first poem values facts and listening; the second values observing and learning.

CHECK FOR UNDERSTANDING

Ask for evidence from the other poem.

COMMON MISCONCEPTION

Students may explain only one poem. Require two text connections.

POSSIBLE STUDENT QUESTION

Can details differ and still support one theme? Yes, if the lesson is the same.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a shared theme. Keep the demand at this level.

RAISE THE THINKING

Use a different line from each poem.

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.

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Grade 5 · Cluster 8 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a theme shared by two poems."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Write one lesson that reaches both poems."

▶ Write the lesson and label evidence from each poem.

ANSWER KEY: Example: Good choices grow stronger when people learn from facts and work with others.

CHECK FOR UNDERSTANDING

Ask why the theme fits both texts.

COMMON MISCONCEPTION

Students may write a theme for only one poem.

POSSIBLE STUDENT QUESTION

How do I test my theme? Check that both poems support it.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Add a second piece of evidence.

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.

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Grade 5 · Cluster 8 · Theme · Friday

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can reject a one-poem theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A true detail can still be too narrow for a two-poem question."

▶ Name the trap, then write a theme that crosses both poems.

ANSWER KEY: One poem only, too narrow. The answer does not fit both poems.

CHECK FOR UNDERSTANDING

Ask which poem is missing.

COMMON MISCONCEPTION

Students may accept the answer because it is true in one poem.

POSSIBLE STUDENT QUESTION

What is too narrow here? It uses evidence from only one poem.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a shared theme. Keep the demand at this level.

RAISE THE THINKING

Repair the answer so both poems support it.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**Independent Practice · YOUR TURN** ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“One lesson, two poems, and evidence from each.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“But 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

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Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing C because the Revolution appears in one poem, though it is not a shared theme.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is D. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

“infer 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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will connect a poem's theme to a research text's message.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will use evidence from both texts and avoid Topic-adjacent statement as message.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 2 . a class or student copy of "Try, Learn, Change" and "How Change Happens: Observe, Adapt, Test, and Improve" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask how a topic differs from a message.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a 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.

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Grade 5 · Cluster 8 · Theme · Monday

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme that connects to a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A connection is between lessons, not just between topics."

▶ Write the lesson and circle the evidence word.

ANSWER KEY: Evidence can show that a first answer needs to change.

CHECK FOR UNDERSTANDING

Ask what changed when the evidence did not fit.

COMMON MISCONCEPTION

Students may write evidence as the theme. Evidence is part of the proof.

POSSIBLE STUDENT QUESTION

Is evidence alone a message? No. Say what the text teaches about it.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a connected message. Keep the demand at this level.

RAISE THE THINKING

Find the research text's matching lesson.

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.

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Grade 5 · Cluster 8 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can connect a theme and a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Ask whether the choice states what both texts teach."

▶ Choose, then underline the lesson words.

ANSWER KEY: A. Both texts teach that evidence can lead people to revise a plan.

CHECK FOR UNDERSTANDING

Ask how the research text develops the same idea.

COMMON MISCONCEPTION

Students may choose B because both texts mention examples, but a topic is not a message.

POSSIBLE STUDENT QUESTION

What makes B a trap? It names a topic instead of a lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about connecting a theme and message. Keep the demand at this level.

RAISE THE THINKING

Explain the connection in your own words.

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.

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Grade 5 · Cluster 8 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how two texts connect."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name the poem detail, name the research detail, and state the shared lesson."

▶ Make a two-column connection chart.

ANSWER KEY: Both texts show that evidence can guide a better response.

CHECK FOR UNDERSTANDING

Ask for one detail from the research text.

COMMON MISCONCEPTION

Students may retell only the poem.

POSSIBLE STUDENT QUESTION

Do both texts need the same examples? No. They need the same lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about showing a text connection. Keep the demand at this level.

RAISE THE THINKING

Add a second research example.

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.

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Grade 5 · Cluster 8 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can explain how a theme connects to a message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Name both lessons before you explain the bridge between them."

▶ Write two lesson statements and one connection sentence.

ANSWER KEY: Both texts value observing evidence and revising a response.

CHECK FOR UNDERSTANDING

Ask what idea appears in both texts.

COMMON MISCONCEPTION

Students may list the topics without explaining the connection.

POSSIBLE STUDENT QUESTION

What is missing from a topic list? The lesson and the link.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining a theme-message connection. Keep the demand at this level.

RAISE THE THINKING

Use a new detail as proof.

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.

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Grade 5 · Cluster 8 · Theme · Friday

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can reject a topic-adjacent message."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A list of topics does not tell what the texts teach."

▶ Name the trap, then replace the topic list with a message.

ANSWER KEY: Topic-adjacent statement as message. The topics are examples, not the lesson.

CHECK FOR UNDERSTANDING

Ask for the deeper lesson.

COMMON MISCONCEPTION

Students may accept the answer because all three topics appear.

POSSIBLE STUDENT QUESTION

How can a topic become a message? Explain what the text teaches about it.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a connected message. Keep the demand at this level.

RAISE THE THINKING

Rewrite the trap as a true message.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Name both lessons, then explain the bridge between them.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“The 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

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because plants appear in both texts, though plants are examples rather than the message.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is C. The most important part is understanding why each other choice is a trap.”

▶ Reveal each choice's reason. Say the trap name aloud with the class.

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we will connect two stories through a shared theme.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“We will use evidence from both stories and reject Generic moral that fits many stories.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 3 . a class or student copy of "The Ocean Lesson" and "A Gift that Welcomed Millions" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask why a shared theme needs evidence from both stories.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice a theme 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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Monday

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a theme across two stories."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Different stories can teach one lesson through different events."

▶ Write the lesson and name one detail that suggests it.

ANSWER KEY: Different situations may require different ways of responding.

CHECK FOR UNDERSTANDING

Ask what Nyla learns from the comparison.

COMMON MISCONCEPTION

Students may write turtles or orcas as the theme.

POSSIBLE STUDENT QUESTION

Can a character's name be a theme? No. A theme is a life lesson.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Find an idea in Rosa's story that connects.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a theme supported by two stories."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A shared theme needs evidence from both stories."

▶ Choose, then name one detail from each story.

ANSWER KEY: C. People can learn from others and stay hopeful during change.

CHECK FOR UNDERSTANDING

Ask how both stories show a new situation.

COMMON MISCONCEPTION

Students may choose a nice-sounding moral without checking evidence.

POSSIBLE STUDENT QUESTION

What makes a moral generic? It could fit almost any story.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Explain one piece of evidence from each story.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can prove a shared theme with evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Use one detail from each story and explain the shared lesson."

▶ Write two evidence-and-explanation pairs.

ANSWER KEY: The orcas learn from their group; Rosa learns from the statue and imagines a future.

CHECK FOR UNDERSTANDING

Ask for Rosa's evidence.

COMMON MISCONCEPTION

Students may explain only one story.

POSSIBLE STUDENT QUESTION

Does shared mean identical events? No. It means the lesson connects.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about supporting a shared theme. Keep the demand at this level.

RAISE THE THINKING

Find another detail from either story.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a shared theme in my own words."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Make your theme broad enough for both stories but specific enough to prove."

▶ Write one lesson and two evidence notes.

ANSWER KEY: Example: New experiences become more manageable when people learn, cooperate, and keep hope.

CHECK FOR UNDERSTANDING

Ask why the theme fits both stories.

COMMON MISCONCEPTION

Students may write a summary of one story.

POSSIBLE STUDENT QUESTION

How is a theme different from a summary? It teaches a lesson beyond events.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a shared theme. Keep the demand at this level.

RAISE THE THINKING

Add a second detail from the other story.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Friday

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can reject a generic moral."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A broad piece of advice needs evidence from both stories."

▶ Name the trap and replace it with a supported theme.

ANSWER KEY: Generic moral that fits many stories.

CHECK FOR UNDERSTANDING

Ask which details support a better lesson.

COMMON MISCONCEPTION

Students may accept it because it sounds positive.

POSSIBLE STUDENT QUESTION

How can a positive moral be wrong? It may not be developed by the texts.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending a shared theme. Keep the demand at this level.

RAISE THE THINKING

Rewrite the moral so it fits both stories.

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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“One lesson, two stories, and one proof detail from each.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

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Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“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

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Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing D because it sounds wise, though the stories do not say kindness solves every problem.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

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.

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Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is B. The most important part is understanding why each other choice is a trap.”

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

“Each wrong choice sounds possible. The trap name tells you why it fails.”

▶ *Have students write one sentence explaining why the correct answer fits.*

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.

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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week is our theme capstone. You will state a life lesson and defend it with evidence.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Choose a reread text, avoid Topic word, not theme, and explain how your proof supports the lesson.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

PREP & MATERIALS: the Theme slide deck for Cluster 8 Module 4 . a class or student copy of "A Visit to the Workshop" and "Try, Learn, Change" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask how a topic word becomes a theme.

RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

NOTICE

"I can notice 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.

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Grade 5 · Cluster 8 · Theme · Monday

TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice words that point to a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A detail is evidence; the theme explains the lesson behind it."

▶ Write the lesson and underline the clue words.

ANSWER KEY: Mistakes can provide information that helps people improve.

CHECK FOR UNDERSTANDING

Ask what the failed test teaches.

COMMON MISCONCEPTION

Students may write testing as the theme. Testing is a topic word.

POSSIBLE STUDENT QUESTION

Can testing be a theme by itself? No. Explain the lesson about testing.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a theme clue. Keep the demand at this level.

RAISE THE THINKING

Find another clue in the text.

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.

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Grade 5 · Cluster 8 · Theme · Tuesday

TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a full-sentence theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A theme must teach something beyond one text."

▶ Choose, then label the topic-word trap.

ANSWER KEY: B. People can improve when they use evidence and revise their ideas.

CHECK FOR UNDERSTANDING

Ask why A is only a topic.

COMMON MISCONCEPTION

Students may choose a major story element.

POSSIBLE STUDENT QUESTION

What does a topic word fail to tell us? The lesson.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a theme. Keep the demand at this level.

RAISE THE THINKING

Restate the theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Wednesday

TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can defend a theme with text evidence."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"Quote the detail, then explain the lesson it proves."

▶ Write a claim, evidence, and explanation.

ANSWER KEY: The broken bulb becomes a clue, showing that failure can guide the next attempt.

CHECK FOR UNDERSTANDING

Ask how the clue leads to improvement.

COMMON MISCONCEPTION

Students may copy a line without explaining it.

POSSIBLE STUDENT QUESTION

Why is an explanation needed? It connects the line to the theme.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about defending a theme with evidence. Keep the demand at this level.

RAISE THE THINKING

Add evidence from the other text.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Thursday

TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write and defend a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"State the lesson first, then prove it with two details."

▶ Write a short response with theme, evidence, and explanation.

ANSWER KEY: Example: Improvement often requires patience, evidence, and repeated attempts.

CHECK FOR UNDERSTANDING

Ask whether the theme goes beyond one story.

COMMON MISCONCEPTION

Students may summarize events instead of stating a lesson.

POSSIBLE STUDENT QUESTION

How is a defense different from a summary? It explains why evidence proves the theme.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a defended theme. Keep the demand at this level.

RAISE THE THINKING

Explain a second evidence connection.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme · Friday

TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can reject a topic word as a theme."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A topic names the subject. A theme states the lesson about the subject."

▶ Name the trap and turn the topic into a supported theme.

ANSWER KEY: Topic word, not theme. The answer names subjects instead of a life lesson.

CHECK FOR UNDERSTANDING

Ask for a full-sentence lesson about experiments.

COMMON MISCONCEPTION

Students may think a detailed topic is a theme.

POSSIBLE STUDENT QUESTION

What should the student add? A lesson that fits the whole text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending against a topic trap. Keep the demand at this level.

RAISE THE THINKING

Rewrite the topic as a true theme.

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.

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Theme

TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Theme first, two details next, and an explanation for each.”

▶ Circulate and note who proves the answer with text evidence.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

NOTICE 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time.

"If you missed one, that is where your learning is. Go back to the passage and find the proof."

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

“But 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

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TEKS 5.8(A) · Theme · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, worded the way the STAAR test words it.”

▶ Read the excerpt and the question aloud.

“Read all four choices. Cross out each trap and say its name before you choose.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

COMMON MISCONCEPTION

Choosing A because it names subjects from the workshop, though a theme must state a life lesson.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

THEME

The answer is D.

- A 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.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is D. The most important part is understanding why each other choice is a trap."

▶ Reveal each choice's reason. Say the trap name aloud with the class.

"Each wrong choice sounds possible. The trap name tells you why it fails."

▶ Have students write one sentence explaining why the correct answer fits.

CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new trap answer for this question.