

THE WRITING ACADEMY, LLC

Fully Internalized Sample Lesson

Grade 4 Edition

Cluster 1, Module 1, Day 1: “Thinking Detectives”
A complete lesson shown fully internalized as a model

The Writing Academy, LLC

Using the PREPARE Framework and the GRADUATE Instructional Model

Lesson Internalization Training Manual

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Part VI: Worked Example

Grade 4, Cluster 1, Module 1, Day 1: "Thinking Detectives" (Source: Teacher Lesson Plan Guide, Cluster 1, pp. 1-36)

About This Example: This section walks through every PREPARE step using the actual content from Grade 4, Cluster 1, Module 1, Day 1. The lesson introduces thinking levels by comparing two SCR responses and revealing that word choice, not length, controls the depth of thinking. The GRADUATE stages for Day 1 are Gather and Reveal (both TEACH). The lesson is approximately 15 minutes.

P

Purpose

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Element	Content
Day Purpose	Students hear two responses, decide which shows stronger thinking, and reveal that word choice, not length, controls the thinking level. (p. 21)
GRADUATE Stages	Day 1: Gather + Reveal (both TEACH). (p. 6, p. 16)
Module Title	Level Up Your Thinking. (p. 1)
Module Category	Informational Writing / Short Constructed Response (SCR). (p. 1)
Cluster	Cluster 1: Short Constructed Response: Thesis, Evidence, Explanation. (p. 1)
Primary TEKS	4.12(B)(i) compose informational texts using a clear central idea; 4.11(C)(ii) revise drafts to improve word choice. (p. 1)
ELPS (Day 1)	4.4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose. (p. 21)
Daily Lesson Time	About 15 minutes. (p. 1)
Connection to Cluster	Module 1 is the first of four modules. It teaches students to recognize thinking levels in responses and upgrade by choosing precise words. The SCR structure (thesis [central idea], evidence, and explanation) is the foundation for the entire cluster. (p. 2)

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Why this day matters: Day 1 establishes the foundational habit of judging a response by its word choice, not its length. If students do not learn to recognize that precise citation stems and explanation words reveal thinking levels, every subsequent module in the cluster will be harder. This is a high-leverage lesson.

Module Essential Question: "How can the words we choose make a Short Constructed Response show stronger thinking?" (p. 2). Record students' initial thinking on Monday and revisit it on Friday.

R

Resources

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Preparation Before Day 1 Checklist (p. 16):

- Create the Five Thinking Levels Chart.
- Create the WHY thesis (central idea) Chart with subordinating conjunctions and reason words.
- Create the HOW thesis (central idea) Chart with prepositions and method words.
- Create the "This Means" Ladder.
- Post the SCR Structure: Thesis (central idea) + Evidence + Explanation.
- Print both passages and the task cards.

Passages (p. 19):

- Passage 1: "A Promise Written Long Ago" (Stamina: Low)
- Passage 2: "Morning in the Village" (Stamina: Low)

Anchor Charts / Core Strategy Visuals (pp. 18, 26):

- SCR Structure: Thesis (central idea) + Evidence + Explanation.
- Thinking Levels: Level 1 through Level 5, with the signal and explanation language.
- WHY Thesis (central idea): because, since, when, after, so that, although, even though, due to, given that, in light of.
- HOW Thesis (central idea): by, through, in, with, during, through the use of, in response to, based on.
- This Means Ladder: shows, suggests, demonstrates, strengthens the inference, ultimately reveals.

Class Slides needed for Day 1 (p. 21):

- I Will and I Can targets for the week.
- Listen, Decide, and Defend: compare two responses.
- Response A and Response B for "A Promise Written Long Ago."

- Response A and Response B for "Morning in the Village."
- Thinking Levels Chart display.
- Level-Up Language Ladder display.

E Educational Goals

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What Students Must...	Specifics
KNOW	A response reveals a thinking level through its word choice: the citation stem, the explanation language, and the precision of the evidence. (pp. 2, 9)
UNDERSTAND	Stronger responses use precise citation stems (suggests, indicates, demonstrates, establishes) and connect evidence to explanation. Longer does not automatically mean stronger. (pp. 9, 10)
DO	Listen to two responses, decide which shows stronger thinking, defend the choice by pointing to exact words, and name what changed besides length. (p. 21)
PRODUCE (Day 1)	Thinking Levels Chart notes and partner completion: "One change that can raise a response's thinking level without making it longer is ____." (p. 21)
SUCCESS CRITERIA	Student can name the thinking level of a response and point to the words that reveal it. (pp. 7, 13)

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Connection to assessment: Identifying thinking levels and upgrading responses is the core skill assessed throughout the cluster. 4.12(B)(i) clear central idea and 4.11(C)(ii) word choice are practiced every day and assessed in the independent WHY and HOW rewrites and the module exit ticket.

P Practical Delivery

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Lesson Flow: Gather (TEACH)

Class Slide: Display the I Will and I Can targets for the week.

Teacher Script: "Pencils down while you listen. I am going to read both responses completely. When I say decide, show A or B. Then you must defend your choice with a word, phrase, evidence detail, or

explanation you heard. Listen for which response shows deeper thinking. Do not choose based on which response is longer." (p. 21)

Listen, Decide, and Defend: "A Promise Written Long Ago"

Response A: "The king made unfair decisions. This shows people were upset." (p. 21)

Response B: "Because the text states that 'The king collected heavy taxes and made unfair decisions,' this suggests the barons wanted limits on the king's power." (p. 21)

Answer Key: B uses exact evidence and explains the larger idea, limits on power. (p. 21)

Listen, Decide, and Defend: "Morning in the Village"

Response A: "They traded things. This means they helped." (p. 21)

Response B: "The text indicates that 'They brought pottery and tools to trade.' This demonstrates that cooperation connected neighboring communities." (p. 21)

Answer Key: B uses precise evidence and extends the explanation to cooperation and connection. (p. 21)

Lesson Flow: Reveal (TEACH)

Class Slide: Display the Thinking Levels chart and the Level-Up Language Ladder. Ask: What changed besides length? (p. 21)

Show how the citation stem moved from says/shows to indicates/demonstrates, and how the explanation moved from a feeling to a connected idea. (p. 21)

Embedded Check for Understanding (LEARN)

Students name the word that reveals the level in Response A and Response B. The answer key is says and shows for A, and According to the text and suggests for B. (p. 21)

A Anticipation

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Misconception / Teacher Move: Students may believe that a longer answer is automatically a higher level. Point to the words, not the length. (p. 10)

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Additional anticipated misconceptions:

- Students may confuse evidence with explanation and simply restate text. (p. 10)
- Students may attempt advanced vocabulary incorrectly without understanding its purpose. (p. 10)

- Students may think "choose" only means "pick a harder word" rather than "pick a more precise word that reveals deeper thinking." (p. 10)

Access without lowering rigor: Read both responses aloud, reread them, and let students use the Thinking Levels chart, sentence frames, and oral rehearsal. The student must still select the exact word, choose the stronger language, and explain what the evidence proves. (p. 9)

Rigor Safeguard (p. 9): You may read a passage aloud, reread it, and let students use the Thinking Levels chart, the WHY/HOW thesis (central idea) charts, and sentence frames. You may provide oral rehearsal. You may not choose a student's evidence, decide the thinking level for them, or write their upgrade. The student must still select the quote, choose precise language, and explain what the evidence proves.

R Reflection on Evidence

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Evidence collected on Day 1:

- Listen, Decide, and Defend choices (can the student identify the stronger response?)
- Thinking Levels Chart notes (can the student name the level and point to the words?)
- Partner completion: "One change that can raise a response's thinking level without making it longer is ____." (p. 21)

What incorrect responses indicate: If the student chooses A because it is simpler, return to the Thinking Levels chart and point to the exact citation stem. If the student cannot name what changed, reread both responses and underline the signal words. (p. 21)

YOUR PERSONAL INTERNALIZATION

After teaching Day 1, reflect:

- What did students master?
- What did they partially understand?
- What misconceptions actually appeared? What evidence supports that conclusion?
- Which students need additional instruction? Which are ready to move forward?

E Engagement and Confidence

GUIDED INTERNALIZATION

Rehearsal Focus for Day 1:

- Practice delivering the "Pencils down while you listen" opening with authority and energy.

- Rehearse reading Response A and Response B at a pace that lets students hear the differences.
- Practice the transition from the Defend discussion to the Thinking Levels Chart reveal.
- Be ready to redirect students who choose based on length instead of word choice.

Final Readiness Check:

- Can I read both responses clearly and pause so students can compare?
- Do I know the exact words that make B stronger in each pair?
- Can I explain the difference between says/shows and suggests/indicates/demonstrates?
- Is the Thinking Levels Chart drawn, the Level-Up Ladder ready, and both passages copied?
- Am I ready to slow down at the Reveal stage if students need more modeling?

Citizenship Connection (Day 1)

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The Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. The Caddo village shows people connected through shared work, food, and trade. Ask students to connect each passage's evidence to the larger idea it proves, then explain with precise words. (p. 17)

Teacher Script: "Which exact words show fairness in the Magna Carta passage? Which exact words show connection in the village passage?" (p. 17)

TRACKS Evidence Highlighting (Day 1)

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Preview the passages before reading. Have students TAP the TRACKS by finding and marking the six types of evidence. (p. 20)

Mark	Category	"A Promise Written Long Ago"	"Morning in the Village"
T	Time	In the year 1215	The sun was just starting to come up; that afternoon; as the day ended
R	Reactions	People were tired of unfair treatment and wanted change	Her people shared food; it felt like everyone was connected somehow
A	Actions	Collected heavy taxes and made unfair decisions; wanted the king to follow rules	Corn, beans, and squash grew in long rows; planting something different; visitors brought pottery and tools to trade
C	Character / Concept	The Magna Carta; King John; barons	Tayanita; Three Sisters
K	Key Knowledge	It limited the king's power; free men could not be punished without a lawful judgment; it influenced other governments; rules should apply to everyone	They helped each other grow; everyone knew each other; the village felt like home
S	Scenery / Setting	Runnymede, England	A Caddo village near a river in the Piney Woods; the large mound in the middle of the village

Summary: Day 1 at a Glance

Element	Day 1 Content
GRADUATE Stages	Gather + Reveal (TEACH)
Minutes	15
Group	Whole Class
What Happens	Listen, Decide, and Defend two response pairs. Reveal the Thinking Levels Chart and Level-Up Language Ladder.
Passages	"A Promise Written Long Ago" and "Morning in the Village" (Low Stamina)
TEKS	4.12(B)(i), 4.11(C)(ii)
ELPS	4.4(F)(ix)
Student Product	Thinking Levels Chart notes, partner completion sentence
Key Misconception	Student chooses the longer response instead of the more precise one.
Teacher Move	Point to the exact citation stem and explanation words, not the length.