

THE WRITING ACADEMY, LLC

Fully Internalized Sample Lesson

Grade 5 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 5, Cluster 1, Module 1, Day 1: "Thinking Detectives" (Source: Teacher Lesson Plan Guide, Cluster 1, pp. 1-52)

About This Example: This section walks through every PREPARE step using the actual content from Grade 5, Cluster 1, Module 1, Day 1. The lesson introduces thinking levels by comparing two SCR responses about colonial resistance, having students decide which shows deeper thinking, and revealing the Thinking Levels Chart and Level-Up Language Ladder. The GRADUATE stages for Day 1 are Gather and Reveal (both TEACH). The lesson is approximately 15 minutes.

Purpose

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Element	Content
Day Purpose	Compare two SCR responses, decide which shows deeper thinking, point to exact language, and reveal that words show a thinking level. (p. 30)
GRADUATE Stages	Day 1: Gather + Reveal (both TEACH). (p. 6, p. 23)
Module Title	Understanding and Upgrading Thinking Levels in WHY and HOW Responses. (p. 1)
Module Category	Informational Writing / Short Constructed Response (SCR). (p. 1)
Cluster	Cluster 1: Short Constructed Response (SCR) with thesis (central idea), evidence, and explanation. (p. 1)
Primary TEKS	5.11(A)(i) plan a first draft by selecting a genre; 5.12(B)(i) compose informational texts using a clear central idea; 5.11(C)(i) revise drafts to improve sentence structure; 5.11(C)(ii) revise drafts to improve word choice. (p. 1)
ELPS (Day 1)	1(E)(i) demonstrate listening comprehension; 2(E)(i) explain orally with increasing specificity. (p. 30)
Daily Lesson Time	About 15 minutes. (p. 1)
Connection to Cluster	Module 1 is the first of four modules. It introduces thinking levels and the skill of upgrading WHY and HOW responses by choosing precise language. The SCR structure (thesis [central idea], evidence, and explanation) is the foundation developed across the cluster. (p. 2)

GUIDED INTERNALIZATION

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 will be harder. This is a high-leverage lesson.

Module Essential Question: "How can writers upgrade WHY and HOW SCR responses so their word choice shows deeper thinking?" (p. 2). Students record their thinking at the start of the week and return to it on Friday.

R

Resources

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Preparation Before Day 1 Checklist (p. 23):

- Prepare printed copies of "From Tension to Revolution" and "The Ocean Lesson" at the Low stamina level.
- Prepare the Interactive Notebook Thinking Levels Chart and the DOT reminder: Dot, Discover, Drop.
- Prepare the SCR chart with thesis (central idea), evidence, and explanation.
- Prepare the Level Up game cards, spinner labeled 1 to 5, gameboard path, markers, and optional dice.
- Prepare highlighters or colored pencils for the six TRACKS categories and the two annotation guides.
- Prepare the Day 3 independent WHY and HOW practice and the My Progress Tracker.
- Display both passages so quoted lines remain visible during every response-level decision.

Passages (p. 27):

- Passage 1: "From Tension to Revolution" (Stamina: Low, informational/historical)
- Passage 2: "The Ocean Lesson" (Stamina: Low, fiction)

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

- Prompt-Shaping Key: Thesis (central idea) = the sentence that directly answers the SCR prompt; Evidence = specific text proof; Explanation = the writer's thinking about what evidence means and why it matters.
- The Two Types of Prompts: WHY (because, since) = reasons; HOW (through, by) = method.
- SCR Thinking Chart: Thesis (central idea), Evidence, Explanation.
- Thinking Levels Chart: Level 1 (Foundational) through Level 5 (Reflective), with colors and symbols.

Class Slides needed for Day 1 (p. 30):

- I Will and I Can statements for the week.
- Stronger Thinking or Weaker Thinking? Compare two SCR responses.
- Response A and Response B for the prompt: Why did colonists protest British laws?
- Level-Up Language Ladder: says and shows, then suggests, indicates, demonstrates, establishes, and synthesis language.

Educational Goals

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What Students Must...	Specifics
KNOW	A response reveals a thinking level through its word choice: the citation stem (says vs. indicates vs. establishes), the explanation language, and the precision of the evidence. Words = Thinking Level. (pp. 1, 8, 14)
UNDERSTAND	A lower-level response uses says, shows, or tells. A stronger response uses suggests, indicates, demonstrates, or establishes. The strongest responses synthesize ideas. Longer does not automatically mean stronger. (pp. 9, 14, 15)
DO	Compare two responses, decide which shows stronger thinking, defend the choice by pointing to exact words, and name the thinking level. (p. 30)
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. 31)
SUCCESS CRITERIA	Student can name the thinking level of a response and point to the exact words that reveal it. Student can upgrade a response one level higher with a stronger stem and clearer explanation. (pp. 8, 13)

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Connection to assessment: Identifying thinking levels and upgrading WHY and HOW responses is the core skill assessed throughout the cluster. 5.12(B)(i) clear central idea, 5.11(C)(i) sentence structure, and 5.11(C)(ii) word choice are practiced every day and assessed in the independent practice and teach-back response.

P

Practical Delivery

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Lesson Flow: Gather (TEACH)

Class Slide: Stronger Thinking or Weaker Thinking? Compare two SCR responses, decide which shows deeper thinking, point to exact language, and explain why precision matters. (p. 30)

Teacher Script: "Today, you are going to become thinking detectives. You will see two responses. Both answer a question, but one shows stronger thinking. Decide which one and explain why." (p. 30)

Listen, Decide, and Defend

Prompt: Why did colonists protest British laws? (p. 30)

Response A: The colonists protested because they were taxed. The text says, "It required colonists to pay taxes on printed materials..." This shows they were upset. (p. 30)

Response B: The colonists protested British laws because they were taxed without representation and believed the treatment was unfair. According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists wanted fairness and a say in decisions that affected them. (p. 30)

Teacher Script: "Turn and talk. Which response shows stronger thinking and why? Point to the exact words that prove your decision." (p. 30)

Answer Key: Response B is stronger because it uses a stronger citation stem, a more precise explanation, and connects the evidence to fairness and a voice in decisions. (p. 30)

Lesson Flow: Reveal (TEACH)

Class Slide: Reveal the Level-Up Language Ladder: says and shows, then suggests, indicates, demonstrates, establishes, and synthesis language. (p. 30)

Teacher Script: "Your words show your thinking level. A lower-level response often uses says, shows, or tells. A stronger response uses suggests, indicates, demonstrates, or establishes. The strongest responses synthesize ideas and explain them clearly." (p. 30)

Read the Auditory Engagement aloud while students take notes: a WHY response usually uses a complex sentence with because; a relational HOW response usually uses a simple sentence with through or by; historical, cultural, and environmental setting can shape the ideas a writer explains. (p. 30)

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. 31)

A Anticipation

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Misconception / Teacher Move: Students believe that adding length automatically raises a response's level. Return to the Thinking Levels Chart, identify the exact citation stem and explanation, and ask the student to make one precise upgrade. (p. 15, 18)

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Additional anticipated misconceptions:

- More words automatically mean a higher level. The student adds sentences but keeps says, shows, or tells. Point to the exact word that raises the level and replace only one precise feature. (p. 15)

- Copying a stronger stem is enough. The student writes establishes but the explanation stays vague. Have the student make the explanation match the stem. (p. 15)
- One citation stem fits every level. The student uses demonstrates for a basic restatement. Return to the Thinking Levels Chart and choose the strongest word the evidence truly supports. (p. 15)

Access without lowering rigor: Provide the Thinking Levels Chart and read one response aloud at a time. Offer oral rehearsal before writing. Partners may point to the exact word, say the upgrade, and then write. The student must still choose the new language and write the explanation independently. (p. 12)

Rigor Safeguard (p. 12): Teachers MAY read both passages aloud, reread them, let students use the Thinking Levels Chart, provide oral rehearsal, and define an unfamiliar word. Teachers MAY NOT choose the level, choose the stronger language, write the upgraded response, or supply the explanation for the student. The student must still analyze the clue word and create a prompt-matched thesis (central idea).

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. 31)

What incorrect responses indicate: If the student chooses A because it is shorter and simpler, return to the Thinking Levels Chart and underline the citation stem in each response. If the student cannot name the level, reread both responses and point to the signal words: says vs. suggests. (p. 18, 30)

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 "Today, you are going to become thinking detectives" opening with energy.
- Rehearse reading Response A and Response B at a pace that lets students hear the precise differences in citation stems and explanation language.
- Practice the transition from the Turn and Talk discussion to the Level-Up Language Ladder 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 (According to the text vs. The text says; suggests vs. shows)?
- Can I explain the Thinking Levels from Foundational through Reflective?
- 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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This module connects precise language to the way readers explain historical, cultural, and environmental setting. "From Tension to Revolution" shows how taxes, laws, protests, and punishment increased anger and brought colonies closer together. "The Ocean Lesson" shows turtles using instinct and orcas using learned behavior and teamwork in their environments. (p. 25)

Teacher Script: "You can explain history and animal behavior more clearly when you connect your evidence to the setting where the action happens." (p. 25)

Content Question: "How does setting shape the ideas we explain in a response?" (p. 25)

TRACKS Evidence Highlighting (Day 1)

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Preview the passages before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. (p. 29)

Mark	Category	"From Tension to Revolution"	"The Ocean Lesson"
T	Time	Before the American Revolution; In 1770	Later that day
R	Reactions	Colonists strongly opposed this law; This event increased anger and distrust toward British authority	The turtles moved slowly but with determination; Nyla noticed how the orcas stayed close and moved as a team
A	Actions	Parliament placed new taxes on the colonies; British soldiers fired into a crowd of colonists	they broke through their shells and started moving toward the ocean; Their instinct guided them through the transition from sand to ocean
C	Character / Concept	Parliament; the Stamp Act; Samuel Adams and the Sons of Liberty	Nyla; orcas
K	Key Knowledge	taxation without representation; The colonists learned that there is strength in numbers	They are born with that behavior; Orcas rely on learned behavior; Their success depends on learning and cooperation
S	Scenery / Setting	the thirteen colonies were part of Great Britain	on the beach; a marine biology exhibit at an aquarium

Summary: Day 1 at a Glance

Element	Day 1 Content
GRADUATE Stages	Gather + Reveal (TEACH)
Minutes	15
Group	Whole Class
What Happens	Compare two responses, decide which shows stronger thinking, reveal the Thinking Levels Chart and Level-Up Language Ladder.
Passages	"From Tension to Revolution" and "The Ocean Lesson" (Low Stamina)
TEKS	5.11(A)(i), 5.12(B)(ii)
ELPS	1(E)(i), 2(E)(i)
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.