

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I give a **proper noun** a **capital letter** because it names one special person, place, or thing.

A common noun names any one (a girl, a state); a **proper noun** names a particular one (**Laura, Wisconsin**).

I capitalize names like **Laura Ingalls Wilder** and titles like **Little House on the Prairie**.

SENTENCE WEATHER



Proper Noun (SMILEY SUN)

A common noun is a plain SUN. A proper noun is a SMILEY SUN, a special name that always begins with a capital letter.

WHERE IT APPEARS: In a sentence about the author, a proper noun names one special person or place.

This deck teaches **Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns”

WHAT DOES THIS MEAN TO ME?

When I edit, I spell words by matching each **sound** to its correct **letter pattern**.
The **/shun/** ending is usually spelled **-tion**, as in **invention, connection, direction**.
Knowing the pattern helps me spell a long word right the first time.

KEY IDEA

Spelling is a **convention**, so it wears no weather symbol.

The **/shun/** sound at the end of a word is often spelled **-tion**: invention, connection, direction.

WHERE IT APPEARS: In a sentence about Benjamin Franklin and electricity, the -tion pattern spells the /shun/ ending.

This deck teaches **Orthographic Spelling Patterns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

Complete the **common nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(viii) edit drafts using standard English conventions, including common nouns	"Frontier schools were often simple one-room buildings." <i>Schools and buildings are common nouns; they name any schools and buildings, so they are lowercase.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 4 of 30, and complete the (11)(D)(viii) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⌚ ~5 min

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

"Now it's time to make this thinking your own."

▶ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Schools and buildings are common nouns; they name any schools and buildings, so they are lowercase.

(11)(D)(viii) · Common Nouns · Sheet 4 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

Standards Sweep **EDITING** Tracking Sheet

Read the standard and the example from the passage. Then find or write your own example in the response box.

Passage: "Crash and The Good Citizen"

THE STANDARD

EXAMPLE FROM THE PASSAGE

(11)(D)(ii)

edit drafts using standard English conventions, including compound sentences with subject-verb agreement

"Crash plays football, and Penn walks to school."
Two complete parts are joined, and each verb agrees with its subject.

MY OWN EXAMPLE:

(11)(D)(xix)

edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects

"Crash and Penn joined the same team."
The conjunction and joins two subjects into one compound subject.

MY OWN EXAMPLE:

(11)(D)(xx)

edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates

"Crash ran and scored in the big game."
The conjunction and joins two actions into one compound predicate.

MY OWN EXAMPLE:

(11)(D)(xxi)

edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences

"Crash wanted to win, but Penn wanted to have fun."
The conjunction but joins two complete sentences and shows they contrast.

MY OWN EXAMPLE: