

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I **spell high-frequency words correctly**.
These are words we read and write often, so I check each letter carefully.
I use the correctly spelled words in the passage as my model.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often
— spell them from memory and check them
against the passage every time.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — “There was also fresh water and land where crops could be planted.”

This deck teaches **High-Frequency Word Spelling** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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WHERE IT APPEARS: “Benjamin Franklin and Electricity” —
“People did not fully understand why lightning struck or how to protect their homes.”

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TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including present verb tense"

Show your thinking.

Underline the verb. Tell how you know it should be present tense.

"Now, guides explain the Pilgrims' journey."

I CAN I can show why a verb is in the present tense.

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Editing • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •
Visible (Engaging)

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the verb. Tell how you know it should be present tense."

"Read this with me: 'Now, guides explain the Pilgrims' journey.'"

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: explain is present tense; the word Now signals the action is happening today.

(11)(D)(iv) • Present Verb Tense • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — explain is present tense; the word Now signals the action is happening today.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why — push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes — accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

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

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(xxi) Compound Sentences • Passage: “Henry Ford: Visionary of Travel”

NOTICE

Foundational

Read the sentence. Find the two complete sentences that are joined.

“The line moved, and the cars appeared.”

CHOOSE

Emergent

With support, choose the correct way to join the two sentences.

Ford lowered the price (price more / price, and more) people could buy cars.

SHOW

Visible

Circle the comma and the conjunction. Tell how they join the two sentences.

“Cars were cheaper, so more families drove.”

OWN

Independent

Find and improve the run-on so it is a correct compound sentence.

“Ford lowered the price more people could buy cars.”

DEFEND

Reflective

Defend your change, then write your own compound sentence about Ford’s cars.

Explain why the sentence needs a comma AND a conjunction. Then write your own compound sentence joining two complete sentences.
