

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including verbs in the present tense”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure a **present-tense verb** tells what is happening **right now**. A present-tense verb often adds **-s** for one person or thing: **Laura writes**, not Laura write.

Present tense keeps my writing in the **same time**, so a reader is never confused about when something happens.

SENTENCE WEATHER



Verb (RAINDROP)

A verb is a RAINDROP. The BLUE raindrop shows the action is happening now, in the present.

WHERE IT APPEARS: In a sentence about Laura Ingalls Wilder, a verb tells what is happening right now.

This deck teaches **Present Verb Tense** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Present Verb Tense

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is present verb tense, the standard says: ‘edit drafts using standard English conventions, including verbs in the present tense.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: present verb tense, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Present Verb Tense slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the present tense"

Find the verb, and is it in the present?

Read the sentence. Find the verb, the action, and decide whether it is happening right now.

"Her books inspire readers today."

I CAN I can find a present-tense verb in a sentence.

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Grade 3 • Cluster 2 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the verb, and is it in the present? Read the sentence. Find the verb, the action, and decide whether it is happening right now."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Her books inspire readers today.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The verb is inspire, and it is in the present tense.

(11)(D)(iv) • Present Verb Tense • Sheet 1 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The verb is inspire, and it is in the present tense.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "present verb tense" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when present verb tense is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the present tense"

Choose the present-tense verb.

Two verbs are offered. Choose the present-tense one that matches its subject.

"Laura's story (inspires / inspired) readers today."

I CAN I can choose the correct present-tense verb.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two verbs are offered. Choose the present-tense one that matches its subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Laura's story (inspires / inspired) readers today.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "inspires" is the present-tense verb that agrees with the singular subject story.

(11)(D)(iv) • Present Verb Tense • Sheet 1 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "inspires" is the present-tense verb that agrees with the singular subject story.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the present tense"

Fix the verb so it stays in the present.

One verb has slipped out of the present. Change it so the sentence tells what is happening now.

"Readers today enjoyed her books."

I CAN I can edit a verb into the present tense.

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Grade 3 • Cluster 2 • Editing Part Two • 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. One verb has slipped out of the present. Change it so the sentence tells what is happening now."

"Read this with me: 'Readers today enjoyed her books.'"

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

ANSWER KEY: Sample: "Readers today enjoy her books." The verb enjoy is now in the present.

(11)(D)(iv) • Present Verb Tense • Sheet 1 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Readers today enjoy her books." The verb enjoy is now in the present.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the present tense"

Write a sentence in the present tense.

Write one sentence about Laura's books using a present-tense verb.

I CAN I can write a complete sentence in the present tense.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Laura's books using a present-tense verb."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Laura's books teach us about the frontier." The present-tense verb teach tells what happens now.

(11)(D)(iv) • Present Verb Tense • Sheet 1 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Laura's books teach us about the frontier." The present-tense verb teach tells what happens now.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the present tense"

Explain why the present tense matters here.

Tell why a writer would choose the present tense for this idea.

I CAN I can explain how the present tense keeps my writing clear.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The present tense shows the idea is still true today, which keeps the time clear for the reader.

(11)(D)(iv) • Present Verb Tense • Sheet 1 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The present tense shows the idea is still true today, which keeps the time clear for the reader.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **present verb tense** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iv) edit drafts using standard English conventions, including verbs in the present tense	"Her books inspire readers today." <i>The verb inspire is in the present tense; it tells what is happening now.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 1 of 30, and complete the (11)(D)(iv) 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, The verb inspire is in the present tense; it tells what is happening now.

(11)(D)(iv) · Present Verb Tense · Sheet 1 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.



NOTICE
Monday

The verb is inspire, and it is in the present tense.



CHOOSE
Tuesday

"inspires" is the present-tense verb that agrees with the singular subject story.



SHOW
Wednesday

Sample: "Readers today enjoy her books." The verb enjoy is now in the present.



OWN
Thursday

Sample: "Laura's books teach us about the frontier." The present-tense verb teach tells what happens now.



DEFEND
Friday

The present tense shows the idea is still true today, which keeps the time clear for the reader.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The verb is inspire, and it is in the present tense. Emergent, "inspires" is the present-tense verb that agrees with the singular subject story. Visible, Sample: "Readers today enjoy her books." The verb enjoy is now in the present. Independent, Sample: "Laura's books teach us about the frontier." The present-tense verb teach tells what happens now. Reflective, The present tense shows the idea is still true today, which keeps the time clear for the reader.

ANSWER KEY: The verb is inspire, and it is in the present tense. · "inspires" is the present-tense verb that agrees with the singular subject story. · Sample: "Readers today enjoy her books." The verb enjoy is now in the present. · Sample: "Laura's books teach us about the frontier." The present-tense verb teach tells what happens now. · The present tense shows the idea is still true today, which keeps the time clear for the reader.

(11)(D)(iv) · Present Verb Tense · Sheet 1 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Today, Laura's books inspired readers all over the world.

What change should be made in sentence 1?

A Change inspired to inspire

B Change books to book

C Delete the word Today

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Today, Laura’s books inspired readers all over the world. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(iv) · Present Verb Tense · Sheet 1 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change inspired to inspire

WHY THIS IS CORRECT

The word Today signals the present, so the verb should be the present-tense inspire, not the past-tense inspired.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Books is a correct plural, so changing it to book would add an error. Today is the clue that signals the present, so deleting it hides the reason for the fix. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • Show What You Know • Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change inspired to inspire. The word Today signals the present, so the verb should be the present-tense inspire, not the past-tense inspired.”

▶ Walk through why the other choices are traps.

“Books is a correct plural, so changing it to book would add an error. Today is the clue that signals the present, so deleting it hides the reason for the fix. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change inspired to inspire

(11)(D)(iv) • Present Verb Tense • Sheet 1 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **singular noun names just one person, place, or thing**.

One wagon, one cabin, one prairie: each names only one.

When a sentence talks about just one, I use the singular noun, not the plural.

SENTENCE WEATHER



Noun (SUN)

A noun is a SUN. A singular noun is ONE sun, just one person, place, or thing.

WHERE IT APPEARS: In a sentence about Laura's frontier life, a singular noun names just one.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular Nouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is singular nouns, the standard says: ‘edit drafts using standard English conventions, including singular nouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: singular nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular nouns"

Find the singular noun.

Read the sentence. Find the noun that names just one.

"The wagon rolled slowly."

I CAN I can find a singular noun in a sentence.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the singular noun. Read the sentence. Find the noun that names just one."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The wagon rolled slowly.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The singular noun is wagon; it names just one wagon.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches, The singular noun is wagon; it names just one wagon.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular nouns"

Choose the correct singular noun.

Two words are offered. Choose the one that names just one.

"Laura lived in a small (cabin / cabins) near Pepin."

I CAN I can choose the noun that names just one.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the one that names just one."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Laura lived in a small (cabin / cabins) near Pepin.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "cabin" is correct; the word a shows there is just one.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "cabin" is correct; the word a shows there is just one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular nouns"

Fix the noun so it names just one.

The sentence talks about one thing, but the noun is plural. Change it.

"Her father played music on a fiddles."

I CAN I can edit a plural noun into the correct singular noun.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • 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. The sentence talks about one thing, but the noun is plural. Change it."

"Read this with me: 'Her father played music on a fiddles.'"

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

ANSWER KEY: Sample: "Her father played music on a fiddle." Fiddles changes to fiddle because a shows just one.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Her father played music on a fiddle." Fiddles changes to fiddle because a shows just one.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular nouns"

Write a sentence with a singular noun.

Write one sentence about Laura's prairie home using a singular noun.

I CAN I can write a complete sentence with a singular noun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Laura's prairie home using a singular noun."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Laura's family built a cabin." The noun cabin names just one.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Laura's family built a cabin." The noun cabin names just one.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular nouns"

Explain how you know the noun is singular.

Tell the clue that shows the noun names just one.

I CAN I can explain how I know a noun is singular.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The word a comes before cabin, so the noun names just one and stays singular.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The word a comes before cabin, so the noun names just one and stays singular.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vi) edit drafts using standard English conventions, including singular nouns	"Laura attended school whenever one was available nearby." <i>The noun school names just one school, so it is singular.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 2 of 30, and complete the (11)(D)(vi) 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, The noun school names just one school, so it is singular.

(11)(D)(vi) · Singular Nouns · Sheet 2 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.



NOTICE
Monday

The singular noun is wagon; it names just one wagon.



CHOOSE
Tuesday

"cabin" is correct; the word a shows there is just one.



SHOW
Wednesday

Sample: "Her father played music on a fiddle." Fiddles changes to fiddle because a shows just one.



OWN
Thursday

Sample: "Laura's family built a cabin." The noun cabin names just one.



DEFEND
Friday

The word a comes before cabin, so the noun names just one and stays singular.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The singular noun is wagon; it names just one wagon. Emergent, "cabin" is correct; the word a shows there is just one. Visible, Sample: "Her father played music on a fiddle." Fiddles changes to fiddle because a shows just one. Independent, Sample: "Laura's family built a cabin." The noun cabin names just one. Reflective, The word a comes before cabin, so the noun names just one and stays singular.

ANSWER KEY: The singular noun is wagon; it names just one wagon. · "cabin" is correct; the word a shows there is just one. · Sample: "Her father played music on a fiddle." Fiddles changes to fiddle because a shows just one. · Sample: "Laura's family built a cabin." The noun cabin names just one. · The word a comes before cabin, so the noun names just one and stays singular.

(11)(D)(vi) · Singular Nouns · Sheet 2 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Laura walked to a one-room schools every morning.

What change should be made in sentence 1?

- A Change walked to walks
- B Change schools to school
- C Change morning to mornings
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Laura walked to a one-room schools every morning. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vi) · Singular Nouns · Sheet 2 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: B Change schools to school

WHY THIS IS CORRECT

The word a shows there is just one school, so the singular noun school is correct.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Walked is a verb, not a noun, and it already fits the sentence. Every morning names one morning at a time, so mornings would be wrong. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • Show What You Know • Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is B, Change schools to school. The word a shows there is just one school, so the singular noun school is correct.”

▶ *Walk through why the other choices are traps.*

“Walked is a verb, not a noun, and it already fits the sentence. Every morning names one morning at a time, so mornings would be wrong. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: B, Change schools to school

(11)(D)(vi) • Singular Nouns • Sheet 2 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **plural noun** shows there is **more than one**.
Most plural nouns add **-s** or **-es**: one book, two **books**; one dress, three **dresses**.
Some nouns change in a special way: one child, two **children**; one woman, two **women**.

SENTENCE WEATHER



Noun (SUN)

A noun is a SUN. A plural noun is more than one sun, two or more people, places, or things.

WHERE IT APPEARS: In a sentence about Laura's frontier life, a plural noun names more than one.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Plural Nouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is plural nouns, the standard says: ‘edit drafts using standard English conventions, including plural nouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including plural nouns"

Find the plural noun.

Read the sentence. Find the noun that names more than one.

"Laura wrote many books about the prairie."

I CAN I can find a plural noun in a sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the plural noun. Read the sentence. Find the noun that names more than one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Laura wrote many books about the prairie.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The plural noun is books; it names more than one book.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The plural noun is books; it names more than one book.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including plural nouns"

Choose the correct plural.

Two spellings are offered. Choose the one that correctly shows more than one.

"The family packed their (boxs / boxes) into the wagon."

I CAN I can choose the correct plural spelling.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that correctly shows more than one."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The family packed their (boxs / boxes) into the wagon.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "boxes" is correct; a noun ending in x adds -es to form the plural.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "boxes" is correct; a noun ending in x adds -es to form the plural.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including plural nouns"

Fix the noun so it shows more than one.

The sentence needs a plural, but the noun is singular. Change it.

"Two child rode in the wagon."

I CAN I can edit a singular noun into the correct plural.



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. The sentence needs a plural, but the noun is singular. Change it."

"Read this with me: 'Two child rode in the wagon.'"

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

ANSWER KEY: Sample: "Two children rode in the wagon." Child changes to children, a special plural.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Two children rode in the wagon." Child changes to children, a special plural.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including plural nouns"

Write a sentence with a plural noun.

Write one sentence about Laura's prairie using a plural noun.

I CAN I can write a complete sentence with a plural noun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Laura's prairie using a plural noun."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The prairies stretched for miles." The noun prairies names more than one.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The prairies stretched for miles." The noun prairies names more than one.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including plural nouns"

Explain how you formed the plural.

Tell the rule you used to make the noun plural.

I CAN I can explain the rule I used to make a noun plural.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Dress ends in s, so I add -es to make the plural dresses.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Dress ends in s, so I add -es to make the plural dresses.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including plural nouns	"Laura wrote many books about the prairie." <i>The noun books ends in -s to show there is more than one book.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 3 of 30, and complete the (11)(D)(vii) 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, The noun books ends in -s to show there is more than one book.

(11)(D)(vii) · Plural Nouns · Sheet 3 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.



NOTICE
Monday

The plural noun is books; it names more than one book.



CHOOSE
Tuesday

"boxes" is correct; a noun ending in x adds -es to form the plural.



SHOW
Wednesday

Sample: "Two children rode in the wagon." Child changes to children, a special plural.



OWN
Thursday

Sample: "The prairies stretched for miles." The noun prairies names more than one.



DEFEND
Friday

Dress ends in s, so I add -es to make the plural dresses.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The plural noun is books; it names more than one book. Emergent, "boxes" is correct; a noun ending in x adds -es to form the plural. Visible, Sample: "Two children rode in the wagon." Child changes to children, a special plural. Independent, Sample: "The prairies stretched for miles." The noun prairies names more than one. Reflective, Dress ends in s, so I add -es to make the plural dresses.

ANSWER KEY: The plural noun is books; it names more than one book. · "boxes" is correct; a noun ending in x adds -es to form the plural. · Sample: "Two children rode in the wagon." Child changes to children, a special plural. · Sample: "The prairies stretched for miles." The noun prairies names more than one. · Dress ends in s, so I add -es to make the plural dresses.

(11)(D)(vii) · Plural Nouns · Sheet 3 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Laura and her sisters read stories by the fire on cold winter nightes.

What change should be made in sentence 1?

- A Change nightes to nights
- B Change sisters to sister
- C Change stories to storys
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Laura and her sisters read stories by the fire on cold winter nightes. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) • Plural Nouns • Sheet 3 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change nightes to nights

WHY THIS IS CORRECT

Night is a regular noun, so its plural adds only -s to make nights, not -es.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Sisters is already a correct plural. Stories is spelled correctly, so storys would break the spelling. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A, Change nightes to nights. Night is a regular noun, so its plural adds only -s to make nights, not -es.”

▶ *Walk through why the other choices are traps.*

“Sisters is already a correct plural. Stories is spelled correctly, so storys would break the spelling. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change nightes to nights

(11)(D)(vii) · Plural Nouns · Sheet 3 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I use a common noun to name any person, place, or thing, and I do not give it a capital letter.

A common noun names any one (a writer, a town); a proper noun names a special one (Laura, Pepin).

A common noun stays lowercase unless it begins a sentence.

SENTENCE WEATHER



Common Noun (SUN)

A common noun is a plain SUN. It names any person, place, or thing and begins with a lowercase letter.

WHERE IT APPEARS: In a sentence about frontier life, a common noun names any person, place, or thing.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common Nouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is common nouns, the standard says: ‘edit drafts using standard English conventions, including common nouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: common nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common nouns"

Find the common noun.

Read the sentence. Find the noun that names any person, place, or thing.

"Laura helped with the chores."

I CAN I can find a common noun in a sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our editing eyes. Find the common noun. Read the sentence. Find the noun that names any person, place, or thing."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Laura helped with the chores.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The common noun is chores; it names everyday jobs, not one special name.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The common noun is chores; it names everyday jobs, not one special name.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common nouns"

Choose the common noun.

One word is a common noun and one is a proper noun. Choose the common noun.

"Laura's (teacher / Mary) taught reading and spelling."

I CAN I can tell a common noun from a proper noun.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. One word is a common noun and one is a proper noun. Choose the common noun."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Laura's (teacher / Mary) taught reading and spelling.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "teacher" is the common noun; Mary is a proper noun.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "teacher" is the common noun; Mary is a proper noun.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common nouns"

Fix the common noun so it has no capital.

A common noun has a capital letter it does not need. Edit it.

"Laura rode in a covered Wagon."

I CAN I can edit a common noun so it begins with a lowercase letter.

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Grade 3 • Cluster 2 • Editing Part Two • 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. A common noun has a capital letter it does not need. Edit it."

"Read this with me: 'Laura rode in a covered Wagon.'"

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

ANSWER KEY: Sample: "Laura rode in a covered wagon." Wagon is a common noun, so it needs no capital.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Laura rode in a covered wagon." Wagon is a common noun, so it needs no capital.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common nouns"

Write a sentence with a common noun.

Write one sentence about life on the prairie using a common noun.

I CAN I can write a complete sentence with a common noun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about life on the prairie using a common noun."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The farmer planted corn in the field." Farmer, corn, and field are common nouns.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The farmer planted corn in the field." Farmer, corn, and field are common nouns.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common nouns"

Explain why the word is a common noun.

Tell why the noun does not need a capital letter.

I CAN I can explain why a common noun is not capitalized.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

ANSWER KEY: Wagon names any wagon, not one special wagon, so it is a common noun and stays lowercase.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Wagon names any wagon, not one special wagon, so it is a common noun and stays lowercase.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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.



NOTICE

Monday

The common noun is chores; it names everyday jobs, not one special name.



CHOOSE

Tuesday

"teacher" is the common noun; Mary is a proper noun.



SHOW

Wednesday

Sample: "Laura rode in a covered wagon." Wagon is a common noun, so it needs no capital.



OWN

Thursday

Sample: "The farmer planted corn in the field." Farmer, corn, and field are common nouns.



DEFEND

Friday

Wagon names any wagon, not one special wagon, so it is a common noun and stays lowercase.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The common noun is chores; it names everyday jobs, not one special name. Emergent, "teacher" is the common noun; Mary is a proper noun. Visible, Sample: "Laura rode in a covered wagon." Wagon is a common noun, so it needs no capital. Independent, Sample: "The farmer planted corn in the field." Farmer, corn, and field are common nouns. Reflective, Wagon names any wagon, not one special wagon, so it is a common noun and stays lowercase.

ANSWER KEY: The common noun is chores; it names everyday jobs, not one special name. · "teacher" is the common noun; Mary is a proper noun. · Sample: "Laura rode in a covered wagon." Wagon is a common noun, so it needs no capital. · Sample: "The farmer planted corn in the field." Farmer, corn, and field are common nouns. · Wagon names any wagon, not one special wagon, so it is a common noun and stays lowercase.

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

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Laura's Sister Mary liked to read by the fire.

What change should be made in sentence 1?

A Change Sister to sister

B Change Mary to mary

C Change fire to Fire

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Laura’s Sister Mary liked to read by the fire. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

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

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change Sister to sister

WHY THIS IS CORRECT

Sister is a common noun that names a family member, so it does not need a capital letter.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Mary is a proper noun and must keep its capital. Fire is a common noun and is already lowercase. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change Sister to sister. Sister is a common noun that names a family member, so it does not need a capital letter.”

▶ *Walk through why the other choices are traps.*

“Mary is a proper noun and must keep its capital. Fire is a common noun and is already lowercase. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change Sister to sister

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

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**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Proper Nouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is proper nouns, the standard says: ‘edit drafts using standard English conventions, including proper nouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including proper nouns"

Find the proper noun.

Read the sentence. Find the noun that names one special person, place, or thing.

"The author Laura Ingalls Wilder grew up on the frontier."

I CAN I can find a proper noun in a sentence.

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Grade 3 • Cluster 2 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our editing eyes. Find the proper noun. Read the sentence. Find the noun that names one special person, place, or thing."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The author Laura Ingalls Wilder grew up on the frontier.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The proper noun is Laura Ingalls Wilder; it names one special person.

(11)(D)(ix) • Proper Nouns • Sheet 5 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The proper noun is Laura Ingalls Wilder; it names one special person.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when proper nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including proper nouns"

Choose the noun that needs a capital.

One noun names a particular person or place. Choose the one that should be capitalized.

"She was born in (a town / Pepin), Wisconsin."

I CAN I can tell which noun is a proper noun.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. One noun names a particular person or place. Choose the one that should be capitalized."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'She was born in (a town / Pepin), Wisconsin.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Pepin" is the proper noun; it names one particular town, so it takes a capital.

(11)(D)(ix) • Proper Nouns • Sheet 5 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Pepin" is the proper noun; it names one particular town, so it takes a capital.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including proper nouns"

Fix the proper noun so it starts with a capital.

A proper noun is missing its capital letter. Edit it.

"Her family moved to kansas."

I CAN I can edit a proper noun so it begins with a capital letter.



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. A proper noun is missing its capital letter. Edit it."

"Read this with me: 'Her family moved to kansas.'"

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

ANSWER KEY: Sample: "Her family moved to Kansas." Kansas is a proper noun and needs a capital K.

(11)(D)(ix) • Proper Nouns • Sheet 5 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Her family moved to Kansas." Kansas is a proper noun and needs a capital K.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including proper nouns"

Write a sentence with a proper noun.

Write one sentence about Laura using a proper noun with a capital letter.

I CAN I can write a complete sentence with a proper noun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Laura using a proper noun with a capital letter."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Laura wrote about her sister Mary." Laura and Mary are proper nouns with capitals.

(11)(D)(ix) • Proper Nouns • Sheet 5 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Laura wrote about her sister Mary." Laura and Mary are proper nouns with capitals.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including proper nouns"

Explain why the word needs a capital.

Tell why the proper noun begins with a capital letter.

I CAN I can explain why a proper noun is capitalized.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Kansas names one particular state, so it is a proper noun and begins with a capital letter.

(11)(D)(ix) • Proper Nouns • Sheet 5 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Kansas names one particular state, so it is a proper noun and begins with a capital letter.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including proper nouns	“The author Laura Ingalls Wilder grew up on the frontier.” <i>Laura Ingalls Wilder is a proper noun; each part of the name begins with a capital letter.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 5 of 30, and complete the (11)(D)(ix) 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, Laura Ingalls Wilder is a proper noun; each part of the name begins with a capital letter.

(11)(D)(ix) · Proper Nouns · Sheet 5 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.



NOTICE
Monday

The proper noun is Laura Ingalls Wilder; it names one special person.



CHOOSE
Tuesday

"Pepin" is the proper noun; it names one particular town, so it takes a capital.



SHOW
Wednesday

Sample: "Her family moved to Kansas." Kansas is a proper noun and needs a capital K.



OWN
Thursday

Sample: "Laura wrote about her sister Mary." Laura and Mary are proper nouns with capitals.



DEFEND
Friday

Kansas names one particular state, so it is a proper noun and begins with a capital letter.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The proper noun is Laura Ingalls Wilder; it names one special person.
Emergent, "Pepin" is the proper noun; it names one particular town, so it takes a capital.
Visible, Sample: "Her family moved to Kansas." Kansas is a proper noun and needs a capital K.
Independent, Sample: "Laura wrote about her sister Mary." Laura and Mary are proper nouns with capitals.
Reflective, Kansas names one particular state, so it is a proper noun and begins with a capital letter.

ANSWER KEY: The proper noun is Laura Ingalls Wilder; it names one special person. ·
"Pepin" is the proper noun; it names one particular town, so it takes a capital. ·
Sample: "Her family moved to Kansas." Kansas is a proper noun and needs a capital K. ·
Sample: "Laura wrote about her sister Mary." Laura and Mary are proper nouns with capitals. ·
Kansas names one particular state, so it is a proper noun and begins with a capital letter.

(11)(D)(ix) · Proper Nouns · Sheet 5 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The writer laura moved from Wisconsin to the Dakota Territory.

What change should be made in sentence 1?

- A Change writer to Writer
- B Change laura to Laura
- C Change Wisconsin to wisconsin
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The writer laura moved from Wisconsin to the Dakota Territory. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Proper Nouns · Sheet 5 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: B Change laura to Laura

WHY THIS IS CORRECT

Laura is a proper noun that names one special person, so it must begin with a capital letter.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Writer is a common noun and should stay lowercase. Wisconsin already has its capital and should keep it. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is B, Change laura to Laura. Laura is a proper noun that names one special person, so it must begin with a capital letter.”

▶ *Walk through why the other choices are traps.*

“Writer is a common noun and should stay lowercase. Wisconsin already has its capital and should keep it. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: B, Change laura to Laura

(11)(D)(ix) · Proper Nouns · Sheet 5 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including capitalization of geographical names”

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a geographical feature**, like a river, a creek, a lake, or a woods.

I capitalize both parts of the name: **Plum Creek**, the **Big Woods**, the **Verdigris River**.

If it is the *particular* name of a place on a map, it earns a capital letter.

KEY IDEA

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

Capitalize the special name of a river, creek, lake, or woods.

WHERE IT APPEARS: In a sentence about the frontier, the name of a river, creek, or woods is capitalized.

This deck teaches **Capitalizing Geographical Names** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Geographical Names

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is capitalizing geographical names, the standard says: ‘edit drafts using standard English conventions, including capitalization of geographical names.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: capitalizing geographical names, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Geographical Names slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxiv) • Capitalizing Geographical Names • Sheet 6 of 30 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical names"

Find the geographical name.

Read the sentence. Find the name of a natural place, such as a river, creek, or woods.

"The family lived near Plum Creek."

I CAN I can find a geographical name in a sentence.

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Grade 3 • Cluster 2 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the geographical name. Read the sentence. Find the name of a natural place, such as a river, creek, or woods."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The family lived near Plum Creek.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The geographical name is Plum Creek; it names one particular creek.

(11)(D)(xxiv) • Capitalizing Geographical Names • Sheet 6 of 30 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The geographical name is Plum Creek; it names one particular creek.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalizing geographical names" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing geographical names is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical names"

Choose the words that need capitals.

One phrase is the name of a natural place. Choose the words that should be capitalized.

"They crossed (a river / the Verdigris River)."

I CAN I can tell which words are part of a geographical name.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. One phrase is the name of a natural place. Choose the words that should be capitalized."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'They crossed (a river / the Verdigris River).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "the Verdigris River" needs capitals because it is the special name of one river.

(11)(D)(xxiv) • Capitalizing Geographical Names • Sheet 6 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "the Verdigris River" needs capitals because it is the special name of one river.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical names"

Fix the geographical name so it is capitalized.

A geographical name is missing its capitals. Edit it.

"Laura played by plum creek."

I CAN I can edit a geographical name so it begins with capitals.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • 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. A geographical name is missing its capitals. Edit it."

"Read this with me: 'Laura played by plum creek.'"

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

ANSWER KEY: Sample: "Laura played by Plum Creek." Both words are capitalized as one name.

(11)(D)(xxiv) • Capitalizing Geographical Names • Sheet 6 of 30 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Laura played by Plum Creek." Both words are capitalized as one name.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical names"

Write a sentence with a geographical name.

Write one sentence about a river, creek, lake, or woods, and capitalize its name.

I CAN I can write a complete sentence with a geographical name.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a river, creek, lake, or woods, and capitalize its name."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The Big Woods of Wisconsin were full of tall trees." Big Woods is a capitalized name.

(11)(D)(xxiv) • Capitalizing Geographical Names • Sheet 6 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Big Woods of Wisconsin were full of tall trees." Big Woods is a capitalized name.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical names"

Explain why the name is capitalized.

Tell why the words earn capital letters.

I CAN I can explain why a geographical name is capitalized.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

ANSWER KEY: Plum Creek names one particular creek, so its words earn capital letters.

(11)(D)(xxiv) • Capitalizing Geographical Names • Sheet 6 of 30 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Plum Creek names one particular creek, so its words earn capital letters.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **capitalization of geographical names** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxiv) edit drafts using standard English conventions, including capitalization of geographical names	“The family lived near Plum Creek.” <i>Plum Creek is the special name of one creek, so both words begin with capital letters.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 6 of 30, and complete the (11)(D)(xxiv) 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, Plum Creek is the special name of one creek, so both words begin with capital letters.

(11)(D)(xxiv) · Capitalizing Geographical Names · Sheet 6 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.



NOTICE
Monday

The geographical name is Plum Creek; it names one particular creek.



CHOOSE
Tuesday

"the Verdigris River" needs capitals because it is the special name of one river.



SHOW
Wednesday

Sample: "Laura played by Plum Creek." Both words are capitalized as one name.



OWN
Thursday

Sample: "The Big Woods of Wisconsin were full of tall trees." Big Woods is a capitalized name.



DEFEND
Friday

Plum Creek names one particular creek, so its words earn capital letters.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The geographical name is Plum Creek; it names one particular creek.
Emergent, "the Verdigris River" needs capitals because it is the special name of one river.
Visible, Sample: "Laura played by Plum Creek." Both words are capitalized as one name.
Independent, Sample: "The Big Woods of Wisconsin were full of tall trees." Big Woods is a capitalized name.
Reflective, Plum Creek names one particular creek, so its words earn capital letters.

ANSWER KEY: The geographical name is Plum Creek; it names one particular creek. ·
"the Verdigris River" needs capitals because it is the special name of one river. ·
Sample: "Laura played by Plum Creek." Both words are capitalized as one name. ·
Sample: "The Big Woods of Wisconsin were full of tall trees." Big Woods is a capitalized name. · Plum Creek names one particular creek, so its words earn capital letters.

(11)(D)(xxiv) · Capitalizing Geographical Names · Sheet 6 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Laura and Mary waded in the cool water of plum creek.

What change should be made in sentence 1?

- A Change plum creek to Plum Creek
- B Change water to Water
- C Change waded to wade
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

🕒 ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Laura and Mary waded in the cool water of plum creek. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxiv) · Capitalizing Geographical Names · Sheet 6 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change plum creek to Plum Creek

WHY THIS IS CORRECT

Plum Creek is the special name of one creek, so both words must begin with capital letters.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Water is a common noun and should stay lowercase. Waded is the correct past-tense verb for the sentence. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change plum creek to Plum Creek. Plum Creek is the special name of one creek, so both words must begin with capital letters.”

▶ *Walk through why the other choices are traps.*

“Water is a common noun and should stay lowercase. Waded is the correct past-tense verb for the sentence. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change plum creek to Plum Creek

(11)(D)(xxiv) · Capitalizing Geographical Names · Sheet 6 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including capitalization of geographical places”

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a place** people made, like a town, a city, a state, or a country.

I capitalize names such as **Pepin, Wisconsin, De Smet, and the Dakota Territory.**

Any particular place on a map, where people live, earns a capital letter.

KEY IDEA

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

Capitalize the name of a town, city, state, or country.

WHERE IT APPEARS: In a sentence about Laura’s travels, the name of a town, state, or territory is capitalized.

This deck teaches **Capitalizing Geographical Places** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Geographical Places

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is capitalizing geographical places, the standard says: ‘edit drafts using standard English conventions, including capitalization of geographical places.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: capitalizing geographical places, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Geographical Places slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical places"

Find the place name.

Read the sentence. Find the name of a town, city, state, or country.

"Laura was born in Wisconsin."

I CAN I can find the name of a geographical place in a sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the place name. Read the sentence. Find the name of a town, city, state, or country."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Laura was born in Wisconsin.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The place name is Wisconsin; it names one particular state.

(11)(D)(xxv) • Capitalizing Geographical Places • Sheet 7 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The place name is Wisconsin; it names one particular state.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalizing geographical places" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing geographical places is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical places"

Choose the words that need capitals.

One phrase is the name of a place. Choose the words that should be capitalized.

"The family settled in (a town / De Smet)."

I CAN I can tell which words are the name of a place.

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Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. One phrase is the name of a place. Choose the words that should be capitalized."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The family settled in (a town / De Smet).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "De Smet" needs capitals because it is the special name of one town.

(11)(D)(xxv) • Capitalizing Geographical Places • Sheet 7 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "De Smet" needs capitals because it is the special name of one town.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical places"

Fix the place name so it is capitalized.

A place name is missing its capital. Edit it.

"They traveled west to kansas."

I CAN I can edit a place name so it begins with a capital letter.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • 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. A place name is missing its capital. Edit it."

"Read this with me: 'They traveled west to kansas.'"

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

ANSWER KEY: Sample: "They traveled west to Kansas." Kansas is a place name and needs a capital K.

(11)(D)(xxv) • Capitalizing Geographical Places • Sheet 7 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "They traveled west to Kansas." Kansas is a place name and needs a capital K.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical places"

Write a sentence with a place name.

Write one sentence about a town, state, or country Laura knew, and capitalize it.

I CAN I can write a complete sentence with a geographical place.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a town, state, or country Laura knew, and capitalize it."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The Ingalls family moved to the Dakota Territory." Dakota Territory is capitalized.

(11)(D)(xxv) • Capitalizing Geographical Places • Sheet 7 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Ingalls family moved to the Dakota Territory." Dakota Territory is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of geographical places"

Explain why the place name is capitalized.

Tell why the place name earns a capital letter.

I CAN I can explain why a geographical place is capitalized.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Wisconsin names one particular state, so it earns a capital letter.

(11)(D)(xxv) • Capitalizing Geographical Places • Sheet 7 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Wisconsin names one particular state, so it earns a capital letter.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **capitalization of geographical places** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxv) edit drafts using standard English conventions, including capitalization of geographical places	"Laura was born in Wisconsin ." <i>Wisconsin names one particular state, so it begins with a capital letter.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 7 of 30, and complete the (11)(D)(xxv) 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, Wisconsin names one particular state, so it begins with a capital letter.

(11)(D)(xxv) · Capitalizing Geographical Places · Sheet 7 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.



NOTICE
Monday

The place name is Wisconsin; it names one particular state.



CHOOSE
Tuesday

"De Smet" needs capitals because it is the special name of one town.



SHOW
Wednesday

Sample: "They traveled west to Kansas." Kansas is a place name and needs a capital K.



OWN
Thursday

Sample: "The Ingalls family moved to the Dakota Territory." Dakota Territory is capitalized.



DEFEND
Friday

Wisconsin names one particular state, so it earns a capital letter.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The place name is Wisconsin; it names one particular state.
Emergent, "De Smet" needs capitals because it is the special name of one town.
Visible, Sample: "They traveled west to Kansas." Kansas is a place name and needs a capital K.
Independent, Sample: "The Ingalls family moved to the Dakota Territory." Dakota Territory is capitalized.
Reflective, Wisconsin names one particular state, so it earns a capital letter.

ANSWER KEY: The place name is Wisconsin; it names one particular state. · "De Smet" needs capitals because it is the special name of one town. · Sample: "They traveled west to Kansas." Kansas is a place name and needs a capital K. · Sample: "The Ingalls family moved to the Dakota Territory." Dakota Territory is capitalized. · Wisconsin names one particular state, so it earns a capital letter.

(11)(D)(xxv) · Capitalizing Geographical Places · Sheet 7 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) After many miles, the wagon reached the town of de smet.

What change should be made in sentence 1?

- A Change town to Town
- B Change wagon to wagons
- C Change de smet to De Smet
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: After many miles, the wagon reached the town of de smet. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxv) · Capitalizing Geographical Places · Sheet 7 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: C Change de smet to De Smet

WHY THIS IS CORRECT

De Smet is the name of one particular town, so both words must begin with capital letters.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Town is a common noun and should stay lowercase. Wagon is correct as one wagon, so wagons would add an error. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is C, Change de smet to De Smet. De Smet is the name of one particular town, so both words must begin with capital letters.”

▶ Walk through why the other choices are traps.

“Town is a common noun and should stay lowercase. Wagon is correct as one wagon, so wagons would add an error. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: C, Change de smet to De Smet

(11)(D)(xxv) · Capitalizing Geographical Places · Sheet 7 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a word follows its **spelling pattern**, the way its sounds are usually spelled.

Long-a can be spelled **ai** or **ay**: rain, play; long-i can be **igh**: night, light.

Endings follow patterns too: catch uses **-tch**, and edge uses **-dge** after a short vowel.

KEY IDEA

Spelling is a **convention**, so it wears no weather symbol.
Match each sound to its pattern: **ai**, **ay**, **igh**, **tch**, **dge**.

WHERE IT APPEARS: In a sentence about the frontier, a word follows a grade-level spelling pattern.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Spelling Patterns

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is spelling patterns, the standard says: ‘edit drafts using standard English conventions, including correct spelling of words with grade-appropriate spelling patterns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: spelling patterns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling Patterns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxx) • Spelling Patterns • Sheet 8 of 30 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the pattern in the word.

Read the word. Name the spelling pattern that spells its vowel or ending sound.

"The word night uses the igh pattern for long i."

I CAN I can find the spelling pattern in a word.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our editing eyes. Find the pattern in the word. Read the word. Name the spelling pattern that spells its vowel or ending sound."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The word night uses the igh pattern for long i.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The word night uses the igh pattern to spell the long-i sound.

(11)(D)(xxx) • Spelling Patterns • Sheet 8 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The word night uses the igh pattern to spell the long-i sound.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling patterns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling patterns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct spelling.

Two spellings are offered. Choose the one that follows the pattern.

"Laura watched the (rane / rain) fall on the roof."

I CAN I can choose the spelling that follows the pattern.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that follows the pattern."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Laura watched the (rane / rain) fall on the roof.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "rain" is correct; the long-a sound in the middle of a word is often spelled ai.

(11)(D)(xxx) • Spelling Patterns • Sheet 8 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "rain" is correct; the long-a sound in the middle of a word is often spelled ai.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix the misspelled word.

One word breaks its spelling pattern. Edit it.

"She lit the lamp at nite."

I CAN I can edit a word so it follows the correct spelling pattern.

The Writing Academy®, LLC



Grade 3 • Cluster 2 • Editing Part Two • 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. One word breaks its spelling pattern. Edit it."

"Read this with me: 'She lit the lamp at nite.'"

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

ANSWER KEY: Sample: "She lit the lamp at night." Nite is fixed to night with the igh pattern.

(11)(D)(xxx) • Spelling Patterns • Sheet 8 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "She lit the lamp at night." Nite is fixed to night with the igh pattern.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a sentence using a pattern word.

Write one sentence about Laura's day using a word with the ai, ay, or igh pattern.

I CAN I can write a complete sentence using a spelling pattern.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Laura's day using a word with the ai, ay, or igh pattern."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The bright sun rose over the prairie." Bright follows the igh pattern.

(11)(D)(xxx) • Spelling Patterns • Sheet 8 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The bright sun rose over the prairie." Bright follows the igh pattern.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

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

Explain the pattern you used.

Tell which pattern spells the sound, and why.

I CAN I can explain the spelling pattern I used.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Rain uses ai because a long-a sound in the middle of a word is usually spelled ai.

(11)(D)(xxx) • Spelling Patterns • Sheet 8 of 30 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Rain uses ai because a long-a sound in the middle of a word is usually spelled ai.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling patterns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxx) edit drafts using standard English conventions, including correct spelling of grade-appropriate patterns	“Laura watched the rain fall on the roof.” <i>The long-a sound in the middle of rain is spelled with the ai pattern.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 8 of 30, and complete the (11)(D)(xxx) 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, The long-a sound in the middle of rain is spelled with the ai pattern.

(11)(D)(xxx) · Spelling Patterns · Sheet 8 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.

**NOTICE**
Monday

The word night uses the igh pattern to spell the long-i sound.

**CHOOSE**
Tuesday

"rain" is correct; the long-a sound in the middle of a word is often spelled ai.

**SHOW**
Wednesday

Sample: "She lit the lamp at night." Nite is fixed to night with the igh pattern.

**OWN**
Thursday

Sample: "The bright sun rose over the prairie." Bright follows the igh pattern.

**DEFEND**
Friday

Rain uses ai because a long-a sound in the middle of a word is usually spelled ai.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The word night uses the igh pattern to spell the long-i sound. Emergent, "rain" is correct; the long-a sound in the middle of a word is often spelled ai. Visible, Sample: "She lit the lamp at night." Nite is fixed to night with the igh pattern. Independent, Sample: "The bright sun rose over the prairie." Bright follows the igh pattern. Reflective, Rain uses ai because a long-a sound in the middle of a word is usually spelled ai.

ANSWER KEY: The word night uses the igh pattern to spell the long-i sound. · "rain" is correct; the long-a sound in the middle of a word is often spelled ai. · Sample: "She lit the lamp at night." Nite is fixed to night with the igh pattern. · Sample: "The bright sun rose over the prairie." Bright follows the igh pattern. · Rain uses ai because a long-a sound in the middle of a word is usually spelled ai.

(11)(D)(xxx) · Spelling Patterns · Sheet 8 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Laura lit the lamp and read her book late into the nite.

What change should be made in sentence 1?

A Change lamp to lamps

B Change nite to night

C Change read to reads

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Laura lit the lamp and read her book late into the nite. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxx) · Spelling Patterns · Sheet 8 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: B Change nite to night

WHY THIS IS CORRECT

The long-i sound at the end of night is spelled with the igh pattern, so nite should be night.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Lamp is correct as one lamp. Read already agrees with Laura, so reads would add an error. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

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

“Here’s the payoff: the correct answer is B, Change nite to night. The long-i sound at the end of night is spelled with the igh pattern, so nite should be night.”

▶ *Walk through why the other choices are traps.*

“Lamp is correct as one lamp. Read already agrees with Laura, so reads would add an error. There is an error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: B, Change nite to night

(11)(D)(xxx) · Spelling Patterns · Sheet 8 of 30 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including verbs in the past tense”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure a **past-tense verb** tells what **already happened**.
Most past-tense verbs add **-ed**: the town **voted**, the people **needed** rules.
Some verbs change in a special way: make becomes **made**, write becomes **wrote**.

SENTENCE WEATHER



Verb (RAINDROP)

A verb is a RAINDROP. The RED raindrop shows the action already happened, in the past.

WHERE IT APPEARS: In a sentence about why we need laws, a verb tells what already happened.

This deck teaches **Past Verb Tense** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Past Verb Tense

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is past verb tense, the standard says: ‘edit drafts using standard English conventions, including verbs in the past tense.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: past verb tense, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Past Verb Tense slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 30 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the past tense"

Find the verb, and is it in the past?

Read the sentence. Find the verb and decide whether it already happened.

"Long ago, the town needed fair rules."

I CAN I can find a past-tense verb in a sentence.

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Grade 3 • Cluster 3 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •
Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the verb, and is it in the past? Read the sentence. Find the verb and decide whether it already happened."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Long ago, the town needed fair rules.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The verb is needed, and it is in the past tense.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The verb is needed, and it is in the past tense.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "past verb tense" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when past verb tense is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the past tense"

Choose the past-tense verb.

Two verbs are offered. Choose the past-tense one.

"The people (vote / voted) for new laws."

I CAN I can choose the correct past-tense verb.

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Grade 3 • Cluster 3 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two verbs are offered. Choose the past-tense one."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The people (vote / voted) for new laws.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "voted" is the past-tense verb that shows the action already happened.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "voted" is the past-tense verb that shows the action already happened.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the past tense"

Fix the verb so it stays in the past.

One verb slipped out of the past. Change it so the sentence tells what already happened.

"Yesterday the leaders make a rule."

I CAN I can edit a verb into the past tense.

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Grade 3 • Cluster 3 • Editing Part Two • 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. One verb slipped out of the past. Change it so the sentence tells what already happened."

"Read this with me: 'Yesterday the leaders make a rule.'"

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

ANSWER KEY: Sample: "Yesterday the leaders made a rule." Make changes to made, a special past-tense verb.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Yesterday the leaders made a rule." Make changes to made, a special past-tense verb.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the past tense"

Write a sentence in the past tense.

Write one sentence about a law from long ago using a past-tense verb.

I CAN I can write a complete sentence in the past tense.

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Grade 3 • Cluster 3 • Editing Part Two • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a law from long ago using a past-tense verb."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The town passed a law to keep everyone safe." The past-tense verb passed tells what already happened.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The town passed a law to keep everyone safe." The past-tense verb passed tells what already happened.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the past tense"

Explain why the past tense matters here.

Tell why a writer would choose the past tense for this idea.

I CAN I can explain how the past tense keeps my writing clear.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The past tense shows the law was made before now, which keeps the time clear for the reader.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The past tense shows the law was made before now, which keeps the time clear for the reader.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **past verb tense** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iii) edit drafts using standard English conventions, including verbs in the past tense	“Long ago, the town needed fair rules.” <i>The verb needed ends in -ed to show it already happened.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 9 of 30, and complete the (11)(D)(iii) 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, The verb needed ends in -ed to show it already happened.

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 30 · Cluster 3

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.

**NOTICE**
Monday

The verb is needed, and it is in the past tense.

**CHOOSE**
Tuesday

"voted" is the past-tense verb that shows the action already happened.

**SHOW**
Wednesday

Sample: "Yesterday the leaders made a rule." Make changes to made, a special past-tense verb.

**OWN**
Thursday

Sample: "The town passed a law to keep everyone safe." The past-tense verb passed tells what already happened.

**DEFEND**
Friday

The past tense shows the law was made before now, which keeps the time clear for the reader.

**TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers ·
Across the Five Thinking Levels**

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The verb is needed, and it is in the past tense. Emergent, "voted" is the past-tense verb that shows the action already happened. Visible, Sample: "Yesterday the leaders made a rule." Make changes to made, a special past-tense verb. Independent, Sample: "The town passed a law to keep everyone safe." The past-tense verb passed tells what already happened. Reflective, The past tense shows the law was made before now, which keeps the time clear for the reader.

ANSWER KEY: The verb is needed, and it is in the past tense. · "voted" is the past-tense verb that shows the action already happened. · Sample: "Yesterday the leaders made a rule." Make changes to made, a special past-tense verb. · Sample: "The town passed a law to keep everyone safe." The past-tense verb passed tells what already happened. · The past tense shows the law was made before now, which keeps the time clear for the reader.

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Long ago, a small town need a set of fair rules.

What change should be made in sentence 1?

A Change need to needed

B Change town to towns

C Change rules to rule

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Long ago, a small town need a set of fair rules. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change need to needed

WHY THIS IS CORRECT

The words Long ago signal the past, so the verb should be the past-tense needed, not need.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Town is correct as one town. Rules is a correct plural, so rule would add an error. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change need to needed. The words Long ago signal the past, so the verb should be the past-tense needed, not need.”

▶ Walk through why the other choices are traps.

“Town is correct as one town. Rules is a correct plural, so rule would add an error. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change need to needed

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including verbs in the future tense”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure a **future-tense verb** tells what **will happen** later.
A future-tense verb uses **will** before the verb: a good law **will protect** us.
Future tense points ahead, so a reader knows the action has not happened yet.

SENTENCE WEATHER



Verb (RAINDROP)

A verb is a RAINDROP. The GREEN raindrop shows the action is still to come, in the future.

WHERE IT APPEARS: In a sentence about a new law, a verb tells what will happen later.

This deck teaches **Future Verb Tense** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Future Verb Tense

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is future verb tense, the standard says: ‘edit drafts using standard English conventions, including verbs in the future tense.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: future verb tense, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Future Verb Tense slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 30 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the future tense"

Find the verb, and is it in the future?

Read the sentence. Find the verb and decide whether it will happen later.

"A fair law will protect everyone."

I CAN I can find a future-tense verb in a sentence.

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Grade 3 • Cluster 3 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the verb, and is it in the future? Read the sentence. Find the verb and decide whether it will happen later."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'A fair law will protect everyone.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The verb is will protect, and it is in the future tense.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The verb is will protect, and it is in the future tense.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "future verb tense" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when future verb tense is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the future tense"

Choose the future-tense verb.

Two verbs are offered. Choose the future-tense one.

"The new rule (helps / will help) the town."

I CAN I can choose the correct future-tense verb.

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Grade 3 • Cluster 3 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two verbs are offered. Choose the future-tense one."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The new rule (helps / will help) the town.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "will help" is the future-tense verb that shows the action is still to come.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "will help" is the future-tense verb that shows the action is still to come.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the future tense"

Fix the verb so it points to the future.

One verb should tell what will happen. Change it into the future tense.

"Tomorrow the leaders vote on the law."

I CAN I can edit a verb into the future tense.

The Writing Academy®, LLC



Grade 3 • Cluster 3 • Editing Part Two • 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. One verb should tell what will happen. Change it into the future tense."

"Read this with me: 'Tomorrow the leaders vote on the law.'"

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

ANSWER KEY: Sample: "Tomorrow the leaders will vote on the law." Vote becomes will vote to point to the future.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Tomorrow the leaders will vote on the law." Vote becomes will vote to point to the future.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the future tense"

Write a sentence in the future tense.

Write one sentence about a law that will help the town, using a future-tense verb.

I CAN I can write a complete sentence in the future tense.

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Grade 3 • Cluster 3 • Editing Part Two • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a law that will help the town, using a future-tense verb."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The rule will keep the streets safe." The future-tense will keep tells what will happen later.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The rule will keep the streets safe." The future-tense will keep tells what will happen later.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including verbs in the future tense"

Explain why the future tense matters here.

Tell why a writer would choose the future tense for this idea.

I CAN I can explain how the future tense keeps my writing clear.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The future tense shows the law has not happened yet, which keeps the time clear for the reader.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The future tense shows the law has not happened yet, which keeps the time clear for the reader.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **future verb tense** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(v) edit drafts using standard English conventions, including verbs in the future tense	"A fair law will protect everyone." <i>The verb phrase will protect uses will to show the action is still to come.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 10 of 30, and complete the (11)(D)(v) 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, The verb phrase will protect uses will to show the action is still to come.

(11)(D)(v) · Future Verb Tense · Sheet 10 of 30 · Cluster 3

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.



NOTICE Monday

The verb is will protect, and it is in the future tense.



CHOOSE Tuesday

“will help” is the future-tense verb that shows the action is still to come.



SHOW Wednesday

Sample: “Tomorrow the leaders will vote on the law.” Vote becomes will vote to point to the future.



OWN Thursday

Sample: “The rule will keep the streets safe.” The future-tense will keep tells what will happen later.



DEFEND Friday

The future tense shows the law has not happened yet, which keeps the time clear for the reader.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The verb is will protect, and it is in the future tense. Emergent, “will help” is the future-tense verb that shows the action is still to come. Visible, Sample: “Tomorrow the leaders will vote on the law.” Vote becomes will vote to point to the future. Independent, Sample: “The rule will keep the streets safe.” The future-tense will keep tells what will happen later. Reflective, The future tense shows the law has not happened yet, which keeps the time clear for the reader.

ANSWER KEY: The verb is will protect, and it is in the future tense. · “will help” is the future-tense verb that shows the action is still to come. · Sample: “Tomorrow the leaders will vote on the law.” Vote becomes will vote to point to the future. · Sample: “The rule will keep the streets safe.” The future-tense will keep tells what will happen later. · The future tense shows the law has not happened yet, which keeps the time clear for the reader.

(11)(D)(v) · Future Verb Tense · Sheet 10 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Next week the town vote on a new safety law.

What change should be made in sentence 1?

- A Change town to Town
- B Change vote to will vote
- C Change law to laws
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Next week the town vote on a new safety law. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(v) · Future Verb Tense · Sheet 10 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: B Change vote to will vote

WHY THIS IS CORRECT

The words Next week point to the future, so the verb should be will vote, not vote.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Town is a common noun and should stay lowercase. Law is correct as one law. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, Change vote to will vote. The words Next week point to the future, so the verb should be will vote, not vote.”

▶ Walk through why the other choices are traps.

“Town is a common noun and should stay lowercase. Law is correct as one law. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: B, Change vote to will vote

(11)(D)(v) · Future Verb Tense · Sheet 10 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including comparative adjectives”

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **comparative adjective** to compare **two** things.
 For short adjectives I add **-er**: a town with laws is **safer**; one rule is **fairer** than another.
 For longer adjectives I use **more**: this law is **more important** than that one.

SENTENCE WEATHER



Adjective (STAR)

An adjective is a STAR, a describing word. A comparative star compares TWO, with -er or more.

WHERE IT APPEARS: In a sentence comparing two rules, a comparative adjective compares them.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Comparative Adjectives

~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is comparative adjectives, the standard says: ‘edit drafts using standard English conventions, including comparative adjectives.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: comparative adjectives, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Comparative Adjectives slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including comparative adjectives"

Find the comparative adjective.

Read the sentence. Find the describing word that compares two things.

"A town with laws is safer than a town without them."

I CAN I can find a comparative adjective in a sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the comparative adjective. Read the sentence. Find the describing word that compares two things."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'A town with laws is safer than a town without them.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The comparative adjective is safer; it compares two towns.

(11)(D)(x) • Comparative Adjectives • Sheet 11 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comparative adjective is safer; it compares two towns.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "comparative adjectives" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when comparative adjectives is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including comparative adjectives"

Choose the correct comparative form.

Two forms are offered. Choose the one that compares two things.

"This rule is (fair / fairer) than that one."

I CAN I can choose the correct comparative adjective.

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Grade 3 • Cluster 3 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one that compares two things."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'This rule is (fair / fairer) than that one.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "fairer" is correct; a short adjective adds -er to compare two things.

(11)(D)(x) • Comparative Adjectives • Sheet 11 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "fairer" is correct; a short adjective adds -er to compare two things.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including comparative adjectives"

Fix the adjective so it compares two.

The adjective should compare two things. Change it into the comparative form.

"A calm street is safe than a wild one."

I CAN I can edit an adjective into the comparative form.

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Grade 3 • Cluster 3 • Editing Part Two • 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. The adjective should compare two things. Change it into the comparative form."

"Read this with me: 'A calm street is safe than a wild one.'"

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

ANSWER KEY: Sample: "A calm street is safer than a wild one." Safe becomes safer to compare two streets.

(11)(D)(x) • Comparative Adjectives • Sheet 11 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "A calm street is safer than a wild one." Safe becomes safer to compare two streets.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including comparative adjectives"

Write a sentence with a comparative adjective.

Write one sentence comparing two rules or two towns.

I CAN I can write a complete sentence with a comparative adjective.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence comparing two rules or two towns."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "A town with fair laws is stronger than a town without them." Stronger compares two towns.

(11)(D)(x) • Comparative Adjectives • Sheet 11 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "A town with fair laws is stronger than a town without them." Stronger compares two towns.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including comparative adjectives"

Explain how you formed the comparative.

Tell the rule you used to make the comparative adjective.

I CAN I can explain how I formed a comparative adjective.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Safe is a short adjective, so I add -er to make the comparative safer.

(11)(D)(x) • Comparative Adjectives • Sheet 11 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Safe is a short adjective, so I add -er to make the comparative safer.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **comparative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(x) edit drafts using standard English conventions, including comparative adjectives	"A town with laws is safer than a town without them." <i>Safer ends in -er to compare two towns.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 11 of 30, and complete the (11)(D)(x) 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, Safer ends in -er to compare two towns.

(11)(D)(x) · Comparative Adjectives · Sheet 11 of 30 · Cluster 3

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.



NOTICE

Monday

The comparative adjective is safer; it compares two towns.



CHOOSE

Tuesday

"fairer" is correct; a short adjective adds -er to compare two things.



SHOW

Wednesday

Sample: "A calm street is safer than a wild one." Safe becomes safer to compare two streets.



OWN

Thursday

Sample: "A town with fair laws is stronger than a town without them." Stronger compares two towns.



DEFEND

Friday

Safe is a short adjective, so I add -er to make the comparative safer.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The comparative adjective is safer; it compares two towns. Emergent, "fairer" is correct; a short adjective adds -er to compare two things. Visible, Sample: "A calm street is safer than a wild one." Safe becomes safer to compare two streets. Independent, Sample: "A town with fair laws is stronger than a town without them." Stronger compares two towns. Reflective, Safe is a short adjective, so I add -er to make the comparative safer.

ANSWER KEY: The comparative adjective is safer; it compares two towns. · "fairer" is correct; a short adjective adds -er to compare two things. · Sample: "A calm street is safer than a wild one." Safe becomes safer to compare two streets. · Sample: "A town with fair laws is stronger than a town without them." Stronger compares two towns. · Safe is a short adjective, so I add -er to make the comparative safer.

(11)(D)(x) · Comparative Adjectives · Sheet 11 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) A town with good laws is more safe than a town without any.

What change should be made in sentence 1?

- A Change town to Town
- B Change more safe to safer
- C Change laws to law
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: A town with good laws is more safe than a town without any. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(x) · Comparative Adjectives · Sheet 11 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: B Change more safe to safer

WHY THIS IS CORRECT

Safe is a short adjective, so its comparative is safer, not more safe.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Town is a common noun and should stay lowercase. Laws is a correct plural. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is B, Change more safe to safer. Safe is a short adjective, so its comparative is safer, not more safe.”

▶ *Walk through why the other choices are traps.*

“Town is a common noun and should stay lowercase. Laws is a correct plural. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: B, Change more safe to safer

(11)(D)(x) · Comparative Adjectives · Sheet 11 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including superlative adjectives”

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **superlative adjective** to compare **three or more** things.
For short adjectives I add **-est**: the **safest** town, the **fairest** rule of all.
For longer adjectives I use **most**: the **most important** law of them all.

SENTENCE WEATHER



Adjective (STAR)

An adjective is a STAR, a describing word. A superlative star compares THREE or more, with -est or most.

WHERE IT APPEARS: In a sentence about the best of many rules, a superlative adjective ranks them.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Superlative Adjectives

~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is superlative adjectives, the standard says: ‘edit drafts using standard English conventions, including superlative adjectives.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: superlative adjectives, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Superlative Adjectives slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including superlative adjectives"

Find the superlative adjective.

Read the sentence. Find the describing word that compares three or more.

"The most important law protects everyone."

I CAN I can find a superlative adjective in a sentence.

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Grade 3 • Cluster 3 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the superlative adjective. Read the sentence. Find the describing word that compares three or more."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The most important law protects everyone.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The superlative adjective is most important; it compares this law with all the rest.

(11)(D)(xi) • Superlative Adjectives • Sheet 12 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The superlative adjective is most important; it compares this law with all the rest.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "superlative adjectives" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when superlative adjectives is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including superlative adjectives"

Choose the correct superlative form.

Two forms are offered. Choose the one that compares three or more.

"This is the (fairer / fairest) rule of all."

I CAN I can choose the correct superlative adjective.

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Grade 3 • Cluster 3 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one that compares three or more."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'This is the (fairer / fairest) rule of all.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "fairest" is correct; a short adjective adds -est to compare three or more.

(11)(D)(xi) • Superlative Adjectives • Sheet 12 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "fairest" is correct; a short adjective adds -est to compare three or more.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including superlative adjectives"

Fix the adjective so it ranks the group.

The adjective should compare three or more. Change it into the superlative form.

"Of all the rules, this one is the safe."

I CAN I can edit an adjective into the superlative form.



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. The adjective should compare three or more. Change it into the superlative form."

"Read this with me: 'Of all the rules, this one is the safe.'"

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

ANSWER KEY: Sample: "Of all the rules, this one is the safest." Safe becomes safest to rank the whole group.

(11)(D)(xi) • Superlative Adjectives • Sheet 12 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Of all the rules, this one is the safest." Safe becomes safest to rank the whole group.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including superlative adjectives"

Write a sentence with a superlative adjective.

Write one sentence about the best rule of a whole group.

I CAN I can write a complete sentence with a superlative adjective.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the best rule of a whole group."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The strongest law keeps the whole town safe." Strongest compares one law with all the others.

(11)(D)(xi) • Superlative Adjectives • Sheet 12 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The strongest law keeps the whole town safe." Strongest compares one law with all the others.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including superlative adjectives"

Explain how you formed the superlative.

Tell the rule you used to make the superlative adjective.

I CAN I can explain how I formed a superlative adjective.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Safe is a short adjective, so I add -est to make the superlative safest.

(11)(D)(xi) • Superlative Adjectives • Sheet 12 of 30 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Safe is a short adjective, so I add -est to make the superlative safest.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **superlative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xi) edit drafts using standard English conventions, including superlative adjectives	“The most important law protects everyone.” <i>Most important is the superlative, comparing this law with all the others.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 12 of 30, and complete the (11)(D)(xi) 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, Most important is the superlative, comparing this law with all the others.

(11)(D)(xi) · Superlative Adjectives · Sheet 12 of 30 · Cluster 3

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.



NOTICE

Monday

The superlative adjective is most important; it compares this law with all the rest.



CHOOSE

Tuesday

"fairest" is correct; a short adjective adds -est to compare three or more.



SHOW

Wednesday

Sample: "Of all the rules, this one is the safest." Safe becomes safest to rank the whole group.



OWN

Thursday

Sample: "The strongest law keeps the whole town safe." Strongest compares one law with all the others.



DEFEND

Friday

Safe is a short adjective, so I add -est to make the superlative safest.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The superlative adjective is most important; it compares this law with all the rest. Emergent, "fairest" is correct; a short adjective adds -est to compare three or more. Visible, Sample: "Of all the rules, this one is the safest." Safe becomes safest to rank the whole group. Independent, Sample: "The strongest law keeps the whole town safe." Strongest compares one law with all the others. Reflective, Safe is a short adjective, so I add -est to make the superlative safest.

ANSWER KEY: The superlative adjective is most important; it compares this law with all the rest. · "fairest" is correct; a short adjective adds -est to compare three or more. · Sample: "Of all the rules, this one is the safest." Safe becomes safest to rank the whole group. · Sample: "The strongest law keeps the whole town safe." Strongest compares one law with all the others. · Safe is a short adjective, so I add -est to make the superlative safest.

(11)(D)(xi) · Superlative Adjectives · Sheet 12 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Of all the town's rules, this one is the most safe.

What change should be made in sentence 1?

A Change most safe to safest

B Change rules to rule

C Change town's to towns

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Of all the town's rules, this one is the most safe. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xi) · Superlative Adjectives · Sheet 12 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change most safe to safest

WHY THIS IS CORRECT

Safe is a short adjective, so its superlative is safest, not most safe.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Rules is a correct plural. Town's shows possession correctly and should keep its apostrophe. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change most safe to safest. Safe is a short adjective, so its superlative is safest, not most safe.”

▶ *Walk through why the other choices are traps.*

“Rules is a correct plural. Town's shows possession correctly and should keep its apostrophe. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change most safe to safest

(11)(D)(xi) · Superlative Adjectives · Sheet 12 of 30 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including adverbs that convey time”

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **adverb of time** to tell **when** something happens.
 Adverbs of time answer WHEN: **long ago, first, then, soon, later, finally, today**.
 A time word helps a reader follow the order of events in a true story.

SENTENCE WEATHER



Adverb (TWO RAINDROPS)

An adverb is TWO RAINDROPS. An adverb of time tells WHEN the action happens.

WHERE IT APPEARS: In a sentence about the story of electricity, an adverb of time tells when.

This deck teaches **Adverbs of Time** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Adverbs of Time

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is adverbs of time, the standard says: ‘edit drafts using standard English conventions, including adverbs that convey time.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: adverbs of time, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adverbs of Time slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey time"

Find the adverb of time.

Read the sentence. Find the word that tells when.

"Long ago, people lit their homes with candles."

I CAN I can find an adverb of time in a sentence.

The Writing Academy®, LLC



Grade 3 • Cluster 4 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the adverb of time. Read the sentence. Find the word that tells when."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Long ago, people lit their homes with candles.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The adverb of time is Long ago; it tells when people used candles.

(11)(D)(xii) • Adverbs of Time • Sheet 13 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The adverb of time is Long ago; it tells when people used candles.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "adverbs of time" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adverbs of time is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey time"

Choose the adverb of time.

Two words are offered. Choose the one that tells when.

"Scientists (slowly / later) learned to make electric light."

I CAN I can choose the word that tells when.

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Grade 3 • Cluster 4 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the one that tells when."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Scientists (slowly / later) learned to make electric light.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "later" is the adverb of time; it tells when the scientists learned.

(11)(D)(xii) • Adverbs of Time • Sheet 13 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "later" is the adverb of time; it tells when the scientists learned.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey time"

Add an adverb of time.

The sentence needs a time word. Add one that tells when.

"___ the world had no light bulbs."

I CAN I can add an adverb of time to a sentence.

The Writing Academy®, LLC



Grade 3 • Cluster 4 • Editing Part Two • 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. The sentence needs a time word. Add one that tells when."

"Read this with me: '___ the world had no light bulbs.'"

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

ANSWER KEY: Sample: "Long ago, the world had no light bulbs." Long ago tells when.

(11)(D)(xii) • Adverbs of Time • Sheet 13 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Long ago, the world had no light bulbs." Long ago tells when.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey time"

Write a sentence with an adverb of time.

Write one sentence about the story of electricity using an adverb of time.

I CAN I can write a complete sentence with an adverb of time.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the story of electricity using an adverb of time."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "First, Franklin studied lightning in the sky." First tells when it happened in the order.

(11)(D)(xii) • Adverbs of Time • Sheet 13 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "First, Franklin studied lightning in the sky." First tells when it happened in the order.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey time"

Explain why the time word helps.

Tell why an adverb of time makes the writing clear.

I CAN I can explain how an adverb of time keeps my writing clear.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The time word shows the order of events, which keeps the true story clear for the reader.

(11)(D)(xii) • Adverbs of Time • Sheet 13 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The time word shows the order of events, which keeps the true story clear for the reader.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adverbs of time** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xii) edit drafts using standard English conventions, including adverbs that convey time	"Long ago, people lit their homes with candles." <i>Long ago tells WHEN, so it is an adverb of time.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 13 of 30, and complete the (11)(D)(xii) 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, Long ago tells WHEN, so it is an adverb of time.

(11)(D)(xii) · Adverbs of Time · Sheet 13 of 30 · Cluster 4

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.



NOTICE
Monday

The adverb of time is Long ago; it tells when people used candles.



CHOOSE
Tuesday

"later" is the adverb of time; it tells when the scientists learned.



SHOW
Wednesday

Sample: "Long ago, the world had no light bulbs." Long ago tells when.



OWN
Thursday

Sample: "First, Franklin studied lightning in the sky." First tells when it happened in the order.



DEFEND
Friday

The time word shows the order of events, which keeps the true story clear for the reader.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The adverb of time is Long ago; it tells when people used candles.
Emergent, "later" is the adverb of time; it tells when the scientists learned. Visible,
Sample: "Long ago, the world had no light bulbs." Long ago tells when.
Independent, Sample: "First, Franklin studied lightning in the sky." First tells when it
happened in the order. Reflective, The time word shows the order of events, which
keeps the true story clear for the reader.

ANSWER KEY: The adverb of time is Long ago; it tells when people used candles. ·
"later" is the adverb of time; it tells when the scientists learned. · Sample: "Long ago,
the world had no light bulbs." Long ago tells when. · Sample: "First, Franklin studied
lightning in the sky." First tells when it happened in the order. · The time word shows
the order of events, which keeps the true story clear for the reader.

(11)(D)(xii) · Adverbs of Time · Sheet 13 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) People used candles for light.

Which time word could BEST be added to the beginning of sentence 1?

A Long ago,

B Loudly,

C Under,

D Brightly,

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: People used candles for light. Now, which time word could BEST be added to the beginning of sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xii) · Adverbs of Time · Sheet 13 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Long ago,

WHY THIS IS CORRECT

Long ago is an adverb of time; it tells WHEN people used candles and fits the true story.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Loudly and Brightly tell how, not when. Under is a preposition that shows position, not time.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Long ago,. Long ago is an adverb of time; it tells WHEN people used candles and fits the true story.”

▶ *Walk through why the other choices are traps.*

“Loudly and Brightly tell how, not when. Under is a preposition that shows position, not time.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Long ago,

(11)(D)(xii) · Adverbs of Time · Sheet 13 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including adverbs that convey manner”

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **adverb of manner** to tell **how** something happens. Adverbs of manner answer HOW, and many end in **-ly**: **carefully, brightly, quickly, safely**. A manner word paints the action, so a reader can picture it.

SENTENCE WEATHER



Adverb (TWO RAINDROPS)

An adverb is TWO RAINDROPS. An adverb of manner tells HOW the action happens, often ending in -ly.

WHERE IT APPEARS: In a sentence about an inventor at work, an adverb of manner tells how.

This deck teaches **Adverbs of Manner** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Adverbs of Manner

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is adverbs of manner, the standard says: ‘edit drafts using standard English conventions, including adverbs that convey manner.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: adverbs of manner, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adverbs of Manner slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey manner"

Find the adverb of manner.

Read the sentence. Find the word that tells how.

"Edison worked carefully on the light bulb."

I CAN I can find an adverb of manner in a sentence.

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Grade 3 • Cluster 4 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the adverb of manner. Read the sentence. Find the word that tells how."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Edison worked carefully on the light bulb.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The adverb of manner is carefully; it tells how Edison worked.

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The adverb of manner is carefully; it tells how Edison worked.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "adverbs of manner" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adverbs of manner is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey manner"

Choose the adverb of manner.

Two words are offered. Choose the one that tells how.

"The new bulb glowed (soon / brightly)."**I CAN** I can choose the word that tells how.

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Grade 3 • Cluster 4 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the one that tells how."▶ *Read the sentence with the two choices, then give quiet think time.***"Read this with me: 'The new bulb glowed (soon / brightly).'"**▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.***ANSWER KEY:** "brightly" is the adverb of manner; it tells how the bulb glowed.

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "brightly" is the adverb of manner; it tells how the bulb glowed.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey manner"

Add an adverb of manner.

The sentence needs a how word. Add one that tells how.

"The wire carried the power ____."

I CAN I can add an adverb of manner to a sentence.

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Grade 3 • Cluster 4 • Editing Part Two • 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. The sentence needs a how word. Add one that tells how."

"Read this with me: 'The wire carried the power ____.'"

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

ANSWER KEY: Sample: "The wire carried the power safely." Safely tells how.

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The wire carried the power safely." Safely tells how.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey manner"

Write a sentence with an adverb of manner.

Write one sentence about an inventor using an adverb of manner.

I CAN I can write a complete sentence with an adverb of manner.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about an inventor using an adverb of manner."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The inventor tested each wire carefully." Carefully tells how the inventor tested.

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The inventor tested each wire carefully." Carefully tells how the inventor tested.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey manner"

Explain why the manner word helps.

Tell why an adverb of manner makes the writing clear.

I CAN I can explain how an adverb of manner keeps my writing clear.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The manner word shows how the action happened, which helps the reader picture it clearly.

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The manner word shows how the action happened, which helps the reader picture it clearly.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **adverbs of manner** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiii) edit drafts using standard English conventions, including adverbs that convey manner	"Edison worked carefully on the light bulb." <i>Carefully tells HOW he worked, so it is an adverb of manner.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 14 of 30, and complete the (11)(D)(xiii) 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, Carefully tells HOW he worked, so it is an adverb of manner.

(11)(D)(xiii) · Adverbs of Manner · Sheet 14 of 30 · Cluster 4

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.



NOTICE Monday

The adverb of manner is carefully; it tells how Edison worked.



CHOOSE Tuesday

"brightly" is the adverb of manner; it tells how the bulb glowed.



SHOW Wednesday

Sample: "The wire carried the power safely." Safely tells how.



OWN Thursday

Sample: "The inventor tested each wire carefully." Carefully tells how the inventor tested.



DEFEND Friday

The manner word shows how the action happened, which helps the reader picture it clearly.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The adverb of manner is carefully; it tells how Edison worked.
Emergent, "brightly" is the adverb of manner; it tells how the bulb glowed. Visible,
Sample: "The wire carried the power safely." Safely tells how. Independent,
Sample: "The inventor tested each wire carefully." Carefully tells how the inventor
tested. Reflective, The manner word shows how the action happened, which helps
the reader picture it clearly.

ANSWER KEY: The adverb of manner is carefully; it tells how Edison worked. ·
"brightly" is the adverb of manner; it tells how the bulb glowed. · Sample: "The wire
carried the power safely." Safely tells how. · Sample: "The inventor tested each wire
carefully." Carefully tells how the inventor tested. · The manner word shows how the
action happened, which helps the reader picture it clearly.

(11)(D)(xiii) · Adverbs of Manner · Sheet 14 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The team quick fixed the broken wire.

What change should be made in sentence 1?

- A Change quick to quickly
- B Change team to teams
- C Change wire to wires
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The team quick fixed the broken wire. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xiii) · Adverbs of Manner · Sheet 14 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change quick to quickly

WHY THIS IS CORRECT

An adverb of manner tells how, so the word should be quickly, not quick, to describe how the team fixed the wire.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Team is correct as one team. Wire is correct as one wire. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • Show What You Know • Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A, Change quick to quickly. An adverb of manner tells how, so the word should be quickly, not quick, to describe how the team fixed the wire.”

▶ Walk through why the other choices are traps.

“Team is correct as one team. Wire is correct as one wire. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change quick to quickly

(11)(D)(xiii) • Adverbs of Manner • Sheet 14 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including prepositions”

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **preposition** to show **where** or **when** something is. Prepositions show position or direction: **in, on, under, over, through, between, before, after**. The right preposition tells a reader exactly where a thing sits or moves.

SENTENCE WEATHER



Preposition (CLOUD)

A preposition is a CLOUD. It shows position or direction, like where a thing sits or which way it moves.

WHERE IT APPEARS: In a sentence about how electricity moves, a preposition shows where or which way.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Prepositions

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is prepositions, the standard says: ‘edit drafts using standard English conventions, including prepositions.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: prepositions, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Prepositions slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Find the preposition.

Read the sentence. Find the word that shows position or direction.

"The current flows through the copper wire."

I CAN I can find a preposition in a sentence.

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Grade 3 • Cluster 4 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the preposition. Read the sentence. Find the word that shows position or direction."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The current flows through the copper wire.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The preposition is through; it shows the path the current takes.

(11)(D)(xiv) • Prepositions • Sheet 15 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The preposition is through; it shows the path the current takes.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "prepositions" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when prepositions is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Choose the correct preposition.

Two prepositions are offered. Choose the one that makes sense.

"The switch is (on / under) the wall."

I CAN I can choose the preposition that makes sense.

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Grade 3 • Cluster 4 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two prepositions are offered. Choose the one that makes sense."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The switch is (on / under) the wall.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "on" is the preposition that makes sense; a switch sits on the wall.

(11)(D)(xiv) • Prepositions • Sheet 15 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "on" is the preposition that makes sense; a switch sits on the wall.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Fix the preposition.

The wrong preposition is used. Change it so the sentence makes sense.

"The power travels between the wire."

I CAN I can edit a preposition so the sentence is clear.

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Grade 3 • Cluster 4 • Editing Part Two • 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. The wrong preposition is used. Change it so the sentence makes sense."

"Read this with me: 'The power travels between the wire.'"

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

ANSWER KEY: Sample: "The power travels through the wire." Between becomes through, since power moves along one wire.

(11)(D)(xiv) • Prepositions • Sheet 15 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The power travels through the wire." Between becomes through, since power moves along one wire.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Write a sentence with a preposition.

Write one sentence about electricity using a preposition.

I CAN I can write a complete sentence with a preposition.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about electricity using a preposition."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The bulb hangs above the table." Above shows where the bulb is.

(11)(D)(xiv) • Prepositions • Sheet 15 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The bulb hangs above the table." Above shows where the bulb is.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Explain what the preposition shows.

Tell what your preposition tells the reader.

I CAN I can explain how a preposition makes my meaning clear.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The preposition shows the path or position, which makes the meaning exact for the reader.

(11)(D)(xiv) • Prepositions • Sheet 15 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The preposition shows the path or position, which makes the meaning exact for the reader.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiv) edit drafts using standard English conventions, including prepositions	"The current flows through the copper wire." <i>Through is a preposition; it shows the path the current takes.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 15 of 30, and complete the (11)(D)(xiv) 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, Through is a preposition; it shows the path the current takes.

(11)(D)(xiv) · Prepositions · Sheet 15 of 30 · Cluster 4

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.



NOTICE
Monday

The preposition is through; it shows the path the current takes.



CHOOSE
Tuesday

“on” is the preposition that makes sense; a switch sits on the wall.



SHOW
Wednesday

Sample: “The power travels through the wire.” Between becomes through, since power moves along one wire.



OWN
Thursday

Sample: “The bulb hangs above the table.” Above shows where the bulb is.



DEFEND
Friday

The preposition shows the path or position, which makes the meaning exact for the reader.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct:
Foundational, The preposition is through; it shows the path the current takes.
Emergent, “on” is the preposition that makes sense; a switch sits on the wall.
Visible, Sample: “The power travels through the wire.” Between becomes through, since power moves along one wire.
Independent, Sample: “The bulb hangs above the table.” Above shows where the bulb is.
Reflective, The preposition shows the path or position, which makes the meaning exact for the reader.

ANSWER KEY: The preposition is through; it shows the path the current takes. · “on” is the preposition that makes sense; a switch sits on the wall. · Sample: “The power travels through the wire.” Between becomes through, since power moves along one wire. · Sample: “The bulb hangs above the table.” Above shows where the bulb is. · The preposition shows the path or position, which makes the meaning exact for the reader.

(11)(D)(xiv) · Prepositions · Sheet 15 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Electricity moves through the wires to the lamp.

Which word in sentence 1 is a preposition?

A through

B moves

C wires

D lamp

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Electricity moves through the wires to the lamp. Now, which word in sentence 1 is a preposition?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xiv) · Prepositions · Sheet 15 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A through

WHY THIS IS CORRECT

Through is a preposition; it shows the direction the electricity moves.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Moves is a verb, the action. Wires and lamp are nouns, the things in the sentence.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A, through. Through is a preposition; it shows the direction the electricity moves.”

▶ *Walk through why the other choices are traps.*

“Moves is a verb, the action. Wires and lamp are nouns, the things in the sentence.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, through

(11)(D)(xiv) · Prepositions · Sheet 15 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including prepositional phrases”

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **prepositional phrase** to add **where, when, or how** in a few words.

A prepositional phrase starts with a preposition and ends with its noun: **through the wire, in the lab, on the wall.**

The whole phrase works together to tell the reader more.

SENTENCE WEATHER



Prepositional phrase (CLOUD)

A preposition is a CLOUD. A prepositional phrase is the preposition and the noun that follows it, working as one group.

WHERE IT APPEARS: In a sentence about the lab, a prepositional phrase adds where or when.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Prepositional Phrases

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is prepositional phrases, the standard says: ‘edit drafts using standard English conventions, including prepositional phrases.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: prepositional phrases, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Prepositional Phrases slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 30 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Find the prepositional phrase.

Read the sentence. Find the preposition and the noun that follows it.

"Edison tested the bulb in his lab."

I CAN I can find a prepositional phrase in a sentence.

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Grade 3 • Cluster 4 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our editing eyes. Find the prepositional phrase. Read the sentence. Find the preposition and the noun that follows it."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Edison tested the bulb in his lab.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The prepositional phrase is in his lab; it tells where Edison tested the bulb.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The prepositional phrase is in his lab; it tells where Edison tested the bulb.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "prepositional phrases" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when prepositional phrases is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Choose the complete prepositional phrase.

Two choices are offered. Choose the one that is a full preposition-plus-noun group.

"The wire runs (through / through the wall)."

I CAN I can choose a complete prepositional phrase.

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Grade 3 • Cluster 4 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that is a full preposition-plus-noun group."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The wire runs (through / through the wall).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "through the wall" is the complete phrase, because it has the preposition and the noun together.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "through the wall" is the complete phrase, because it has the preposition and the noun together.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Finish the prepositional phrase.

The phrase is missing its noun. Finish it so it is complete.

"The power flows through ____."

I CAN I can complete a prepositional phrase.

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Grade 3 • Cluster 4 • Editing Part Two • 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. The phrase is missing its noun. Finish it so it is complete."

"Read this with me: 'The power flows through ____.'"

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

ANSWER KEY: Sample: "The power flows through the copper wire." The phrase names where the power flows.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The power flows through the copper wire." The phrase names where the power flows.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Write a sentence with a prepositional phrase.

Write one sentence about the story of electricity using a prepositional phrase.

I CAN I can write a complete sentence with a prepositional phrase.

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Grade 3 • Cluster 4 • Editing Part Two • Thursday

TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the story of electricity using a prepositional phrase."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The inventor worked late into the night." Into the night tells when he worked.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The inventor worked late into the night." Into the night tells when he worked.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Explain what the phrase adds.

Tell what your prepositional phrase tells the reader.

I CAN I can explain how a prepositional phrase adds meaning.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

ANSWER KEY: The phrase adds where, when, or how in a few words, which gives the reader a clearer picture.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The phrase adds where, when, or how in a few words, which gives the reader a clearer picture.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **prepositional phrases** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xv) edit drafts using standard English conventions, including prepositional phrases	“Edison tested the bulb in his lab .” <i>In his lab is a prepositional phrase; it starts with in and tells where.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 16 of 30, and complete the (11)(D)(xv) 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, In his lab is a prepositional phrase; it starts with in and tells where.

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 30 · Cluster 4

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.



NOTICE
Monday

The prepositional phrase is in his lab; it tells where Edison tested the bulb.



CHOOSE
Tuesday

"through the wall" is the complete phrase, because it has the preposition and the noun together.



SHOW
Wednesday

Sample: "The power flows through the copper wire." The phrase names where the power flows.



OWN
Thursday

Sample: "The inventor worked late into the night." Into the night tells when he worked.



DEFEND
Friday

The phrase adds where, when, or how in a few words, which gives the reader a clearer picture.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The prepositional phrase is in his lab; it tells where Edison tested the bulb. Emergent, "through the wall" is the complete phrase, because it has the preposition and the noun together. Visible, Sample: "The power flows through the copper wire." The phrase names where the power flows. Independent, Sample: "The inventor worked late into the night." Into the night tells when he worked. Reflective, The phrase adds where, when, or how in a few words, which gives the reader a clearer picture.

ANSWER KEY: The prepositional phrase is in his lab; it tells where Edison tested the bulb. · "through the wall" is the complete phrase, because it has the preposition and the noun together. · Sample: "The power flows through the copper wire." The phrase names where the power flows. · Sample: "The inventor worked late into the night." Into the night tells when he worked. · The phrase adds where, when, or how in a few words, which gives the reader a clearer picture.

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The first light bulbs glowed in small glass balls.

Which group of words in sentence 1 is a prepositional phrase?

A in small glass balls

B The first light

C bulbs glowed

D glowed in

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The first light bulbs glowed in small glass balls. Now, which group of words in sentence 1 is a prepositional phrase?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A in small glass balls

WHY THIS IS CORRECT

In small glass balls starts with the preposition in and ends with a noun, so the whole group is a prepositional phrase that tells where.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

The first light and bulbs glowed have no preposition. Glowed in stops before the noun, so the phrase is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, in small glass balls. In small glass balls starts with the preposition in and ends with a noun, so the whole group is a prepositional phrase that tells where.”

▶ *Walk through why the other choices are traps.*

“The first light and bulbs glowed have no preposition. Glowed in stops before the noun, so the phrase is not complete.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, in small glass balls

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

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**.

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TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Orthographic Spelling Patterns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is orthographic spelling patterns, the standard says: ‘edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: orthographic spelling patterns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Orthographic Spelling Patterns slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the word that uses the pattern.

Read the sentence. Find the word that ends in the /shun/ sound.

"The light bulb was a famous invention."

I CAN I can find a word that ends with the -tion pattern.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the word that uses the pattern. Read the sentence. Find the word that ends in the /shun/ sound."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The light bulb was a famous invention.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The word is invention; it ends in the -tion pattern for the /shun/ sound.

(11)(D)(xxxI) • Orthographic Spelling Patterns • Sheet 17 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The word is invention; it ends in the -tion pattern for the /shun/ sound.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "orthographic spelling patterns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when orthographic spelling patterns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct spelling.

Two spellings are offered. Choose the one that uses the pattern correctly.

"The wire made a strong (connectshun / connection)."

I CAN I can choose the correct -tion spelling.

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Grade 3 • Cluster 4 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that uses the pattern correctly."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The wire made a strong (connectshun / connection).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "connection" is correct; the /shun/ ending is spelled -tion, not -ckshun.

(11)(D)(xxxI) • Orthographic Spelling Patterns • Sheet 17 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "connection" is correct; the /shun/ ending is spelled -tion, not -ckshun.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix the spelling.

One word spells the /shun/ ending the wrong way. Fix it with the -tion pattern.

"Follow the direcshun of the current."

I CAN I can edit a word to use the correct -tion pattern.

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Grade 3 • Cluster 4 • Editing Part Two • 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. One word spells the /shun/ ending the wrong way. Fix it with the -tion pattern."

"Read this with me: 'Follow the direcshun of the current.'"

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

ANSWER KEY: Sample: "Follow the direction of the current." Direcshun becomes direction with the -tion pattern.

(11)(D)(xxxi) • Orthographic Spelling Patterns • Sheet 17 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Follow the direction of the current." Direcshun becomes direction with the -tion pattern.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a sentence with a -tion word.

Write one sentence about electricity using a word that ends in -tion.

I CAN I can write a complete sentence with a -tion word.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about electricity using a word that ends in -tion."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The invention changed the whole world." Invention uses the -tion pattern.

(11)(D)(xxx) • Orthographic Spelling Patterns • Sheet 17 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The invention changed the whole world." Invention uses the -tion pattern.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

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

Explain the spelling rule.

Tell the pattern you used to spell the /shun/ ending.

I CAN I can explain the orthographic pattern I used.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The /shun/ sound at the end of a word is spelled -tion, so I use that pattern to spell it right.

(11)(D)(xxxI) • Orthographic Spelling Patterns • Sheet 17 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The /shun/ sound at the end of a word is spelled -tion, so I use that pattern to spell it right.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **orthographic spelling patterns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxi) edit drafts using standard English conventions, including correct spelling with grade-appropriate orthographic patterns	"The light bulb was a famous invention ." <i>Invention ends in -tion, the pattern that spells the /shun/ sound.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 17 of 30, and complete the (11)(D)(xxxi) 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, Invention ends in -tion, the pattern that spells the /shun/ sound.

(11)(D)(xxxi) · Orthographic Spelling Patterns · Sheet 17 of 30 · Cluster 4

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.



NOTICE
Monday

The word is invention; it ends in the -tion pattern for the /shun/ sound.



CHOOSE
Tuesday

“connection” is correct; the /shun/ ending is spelled -tion, not -ckshun.



SHOW
Wednesday

Sample: “Follow the direction of the current.” Direcshun becomes direction with the -tion pattern.



OWN
Thursday

Sample: “The invention changed the whole world.” Invention uses the -tion pattern.



DEFEND
Friday

The /shun/ sound at the end of a word is spelled -tion, so I use that pattern to spell it right.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

🕒 ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The word is invention; it ends in the -tion pattern for the /shun/ sound. Emergent, “connection” is correct; the /shun/ ending is spelled -tion, not -ckshun. Visible, Sample: “Follow the direction of the current.” Direcshun becomes direction with the -tion pattern. Independent, Sample: “The invention changed the whole world.” Invention uses the -tion pattern. Reflective, The /shun/ sound at the end of a word is spelled -tion, so I use that pattern to spell it right.

ANSWER KEY: The word is invention; it ends in the -tion pattern for the /shun/ sound. · “connection” is correct; the /shun/ ending is spelled -tion, not -ckshun. · Sample: “Follow the direction of the current.” Direcshun becomes direction with the -tion pattern. · Sample: “The invention changed the whole world.” Invention uses the -tion pattern. · The /shun/ sound at the end of a word is spelled -tion, so I use that pattern to spell it right.

(11)(D)(xxxI) · Orthographic Spelling Patterns · Sheet 17 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The light bulb was an important invenshun.

What change should be made in sentence 1?

A Change invenshun to invention

B Change light to lite

C Change bulb to bulbs

D Make no change

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The light bulb was an important invenshun. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxxi) • Orthographic Spelling Patterns • Sheet 17 of 30 • Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change invenshun to invention

WHY THIS IS CORRECT

The /shun/ ending is spelled with the -tion pattern, so invenshun should be invention.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Light is already spelled correctly. Bulb is correct as one bulb. There is a spelling error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change invenshun to invention. The /shun/ ending is spelled with the -tion pattern, so invenshun should be invention.”

▶ Walk through why the other choices are traps.

“Light is already spelled correctly. Bulb is correct as one bulb. There is a spelling error to fix, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change invenshun to invention

(11)(D)(xxxi) · Orthographic Spelling Patterns · Sheet 17 of 30 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subjective pronouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **subjective pronoun** as the **subject**, the one doing the action. The subjective pronouns are **I, you, he, she, it, we, they**. A subjective pronoun stands in for the noun that is doing something in the sentence.

SENTENCE WEATHER



Subject pronoun (YELLOW MOON)

A pronoun is a crescent MOON. The YELLOW moon is the subject, the one doing the action.

WHERE IT APPEARS: In a sentence about an inventor, a subjective pronoun names the one doing the action.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subjective Pronouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is subjective pronouns, the standard says: ‘edit drafts using standard English conventions, including subjective pronouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: subjective pronouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subjective Pronouns slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subjective pronouns"

Find the subjective pronoun.

Read the sentence. Find the pronoun that is the subject.

"He built cars that families could afford."

I CAN I can find a subjective pronoun in a sentence.

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Grade 3 • Cluster 5 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the subjective pronoun. Read the sentence. Find the pronoun that is the subject."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'He built cars that families could afford.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The subjective pronoun is He; it is the subject doing the building.

(11)(D)(xvi) • Subjective Pronouns • Sheet 18 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subjective pronoun is He; it is the subject doing the building.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subjective pronouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subjective pronouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subjective pronouns"

Choose the subjective pronoun.

Two pronouns are offered. Choose the one that works as the subject.

"(Him / He) opened a new kind of store."

I CAN I can choose the correct subjective pronoun.

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Grade 3 • Cluster 5 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two pronouns are offered. Choose the one that works as the subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(Him / He) opened a new kind of store.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "He" is correct; a subjective pronoun works as the subject of the sentence.

(11)(D)(xvi) • Subjective Pronouns • Sheet 18 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "He" is correct; a subjective pronoun works as the subject of the sentence.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subjective pronouns"

Fix the pronoun so it is the subject.

The wrong pronoun is used as the subject. Change it to a subjective pronoun.

"Them started with one small shop."

I CAN I can edit a pronoun into the subjective case.

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Grade 3 • Cluster 5 • Editing Part Two • 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. The wrong pronoun is used as the subject. Change it to a subjective pronoun."

"Read this with me: 'Them started with one small shop.'"

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

ANSWER KEY: Sample: "They started with one small shop." Them becomes They because it is the subject.

(11)(D)(xvi) • Subjective Pronouns • Sheet 18 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "They started with one small shop." Them becomes They because it is the subject.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subjective pronouns"

Write a sentence with a subjective pronoun.

Write one sentence about Henry Ford or Sam Walton using a subjective pronoun.

I CAN I can write a complete sentence with a subjective pronoun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Henry Ford or Sam Walton using a subjective pronoun."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "She studied how the store could serve more people." She is the subject doing the studying.

(11)(D)(xvi) • Subjective Pronouns • Sheet 18 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "She studied how the store could serve more people." She is the subject doing the studying.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subjective pronouns"

Explain why the subjective pronoun fits.

Tell why the subjective pronoun is correct here.

I CAN I can explain why a subjective pronoun is the right choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The subjective pronoun names the one doing the action, so it is the right pronoun for the subject.

(11)(D)(xvi) • Subjective Pronouns • Sheet 18 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The subjective pronoun names the one doing the action, so it is the right pronoun for the subject.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subjective pronouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvi) edit drafts using standard English conventions, including subjective pronouns	" He built cars that families could afford." <i>He is the subject, so it is a subjective pronoun.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 18 of 30, and complete the (11)(D)(xvi) 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, He is the subject, so it is a subjective pronoun.

(11)(D)(xvi) · Subjective Pronouns · Sheet 18 of 30 · Cluster 5

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.

**NOTICE**
Monday

The subjective pronoun is He; it is the subject doing the building.

**CHOOSE**
Tuesday

"He" is correct; a subjective pronoun works as the subject of the sentence.

**SHOW**
Wednesday

Sample: "They started with one small shop." Them becomes They because it is the subject.

**OWN**
Thursday

Sample: "She studied how the store could serve more people." She is the subject doing the studying.

**DEFEND**
Friday

The subjective pronoun names the one doing the action, so it is the right pronoun for the subject.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The subjective pronoun is He; it is the subject doing the building. Emergent, "He" is correct; a subjective pronoun works as the subject of the sentence. Visible, Sample: "They started with one small shop." Them becomes They because it is the subject. Independent, Sample: "She studied how the store could serve more people." She is the subject doing the studying. Reflective, The subjective pronoun names the one doing the action, so it is the right pronoun for the subject.

ANSWER KEY: The subjective pronoun is He; it is the subject doing the building. · "He" is correct; a subjective pronoun works as the subject of the sentence. · Sample: "They started with one small shop." Them becomes They because it is the subject. · Sample: "She studied how the store could serve more people." She is the subject doing the studying. · The subjective pronoun names the one doing the action, so it is the right pronoun for the subject.

(11)(D)(xvi) · Subjective Pronouns · Sheet 18 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Him built a factory that changed how cars were made.

What change should be made in sentence 1?

- A Change Him to He
- B Change factory to factorys
- C Change cars to car
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Him built a factory that changed how cars were made. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xvi) · Subjective Pronouns · Sheet 18 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change Him to He

WHY THIS IS CORRECT

The pronoun is the subject doing the building, so it should be the subjective pronoun He, not Him.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Factory is spelled correctly as one factory. Cars is a correct plural. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change Him to He. The pronoun is the subject doing the building, so it should be the subjective pronoun He, not Him.”

▶ *Walk through why the other choices are traps.*

“Factory is spelled correctly as one factory. Cars is a correct plural. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change Him to He

(11)(D)(xvi) · Subjective Pronouns · Sheet 18 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including objective pronouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **objective pronoun** as the **object**, the one receiving the action.

The objective pronouns are **me, you, him, her, it, us, them**.

An objective pronoun comes after the verb or after a preposition like to or for.

SENTENCE WEATHER



Object pronoun (BLUE MOON)

A pronoun is a crescent MOON. The BLUE moon is the object, the one receiving the action.

WHERE IT APPEARS: In a sentence about an inventor's work, an objective pronoun receives the action.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Objective Pronouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is objective pronouns, the standard says: ‘edit drafts using standard English conventions, including objective pronouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: objective pronouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Objective Pronouns slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including objective pronouns"

Find the objective pronoun.

Read the sentence. Find the pronoun that receives the action.

"The low price helped them buy a car."

I CAN I can find an objective pronoun in a sentence.

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Grade 3 • Cluster 5 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the objective pronoun. Read the sentence. Find the pronoun that receives the action."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The low price helped them buy a car.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The objective pronoun is them; it receives the action of helped.

(11)(D)(xvii) • Objective Pronouns • Sheet 19 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The objective pronoun is them; it receives the action of helped.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "objective pronouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when objective pronouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including objective pronouns"

Choose the objective pronoun.

Two pronouns are offered. Choose the one that works as the object.

"The new store served (they / them) well."

I CAN I can choose the correct objective pronoun.

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Grade 3 • Cluster 5 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two pronouns are offered. Choose the one that works as the object."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The new store served (they / them) well.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "them" is correct; an objective pronoun works as the object of the verb.

(11)(D)(xvii) • Objective Pronouns • Sheet 19 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "them" is correct; an objective pronoun works as the object of the verb.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including objective pronouns"

Fix the pronoun so it is the object.

The wrong pronoun is used as the object. Change it to an objective pronoun.

"Ford gave they a fair wage."

I CAN I can edit a pronoun into the objective case.

The Writing Academy®, LLC



Grade 3 • Cluster 5 • Editing Part Two • 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. The wrong pronoun is used as the object. Change it to an objective pronoun."

"Read this with me: 'Ford gave they a fair wage.'"

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

ANSWER KEY: Sample: "Ford gave them a fair wage." They becomes them because it receives the action.

(11)(D)(xvii) • Objective Pronouns • Sheet 19 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches, Sample: "Ford gave them a fair wage." They becomes them because it receives the action.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including objective pronouns"

Write a sentence with an objective pronoun.

Write one sentence about Henry Ford or Sam Walton using an objective pronoun.

I CAN I can write a complete sentence with an objective pronoun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Henry Ford or Sam Walton using an objective pronoun."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The lower prices helped her save money." Her receives the action of helped.

(11)(D)(xvii) • Objective Pronouns • Sheet 19 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The lower prices helped her save money." Her receives the action of helped.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including objective pronouns"

Explain why the objective pronoun fits.

Tell why the objective pronoun is correct here.

I CAN I can explain why an objective pronoun is the right choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The objective pronoun receives the action, so it is the right pronoun for the object.

(11)(D)(xvii) • Objective Pronouns • Sheet 19 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The objective pronoun receives the action, so it is the right pronoun for the object.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **objective pronouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvii) edit drafts using standard English conventions, including objective pronouns	"The low price helped them buy a car." <i>Them receives the action of helped, so it is an objective pronoun.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 19 of 30, and complete the (11)(D)(xvii) 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, Them receives the action of helped, so it is an objective pronoun.

(11)(D)(xvii) · Objective Pronouns · Sheet 19 of 30 · Cluster 5

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.



NOTICE

Monday

The objective pronoun is them; it receives the action of helped.



CHOOSE

Tuesday

"them" is correct; an objective pronoun works as the object of the verb.



SHOW

Wednesday

Sample: "Ford gave them a fair wage." They becomes them because it receives the action.



OWN

Thursday

Sample: "The lower prices helped her save money." Her receives the action of helped.



DEFEND

Friday

The objective pronoun receives the action, so it is the right pronoun for the object.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The objective pronoun is them; it receives the action of helped. Emergent, "them" is correct; an objective pronoun works as the object of the verb. Visible, Sample: "Ford gave them a fair wage." They becomes them because it receives the action. Independent, Sample: "The lower prices helped her save money." Her receives the action of helped. Reflective, The objective pronoun receives the action, so it is the right pronoun for the object.

ANSWER KEY: The objective pronoun is them; it receives the action of helped. · "them" is correct; an objective pronoun works as the object of the verb. · Sample: "Ford gave them a fair wage." They becomes them because it receives the action. · Sample: "The lower prices helped her save money." Her receives the action of helped. · The objective pronoun receives the action, so it is the right pronoun for the object.

(11)(D)(xvii) · Objective Pronouns · Sheet 19 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The affordable car helped they travel farther.

What change should be made in sentence 1?

- A Change they to them
- B Change car to cars
- C Change farther to farthest
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The affordable car helped they travel farther. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xvii) · Objective Pronouns · Sheet 19 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change they to them

WHY THIS IS CORRECT

The pronoun receives the action of helped, so it should be the objective pronoun them, not they.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Car is correct as one car. Farther is the correct comparison of distance. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change they to them. The pronoun receives the action of helped, so it should be the objective pronoun them, not they.”

▶ Walk through why the other choices are traps.

“Car is correct as one car. Farther is the correct comparison of distance. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change they to them

(11)(D)(xvii) • Objective Pronouns · Sheet 19 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including possessive pronouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **possessive pronoun** to show **who owns** something.
The possessive pronouns are **my, your, his, her, its, our, their** and **mine, yours, hers, ours, theirs**.
A possessive pronoun replaces an owner's name, and it uses **no apostrophe**.

SENTENCE WEATHER



Possessive pronoun (BLUE MOON)

A pronoun is a crescent MOON. This BLUE moon shows ownership, and it needs no apostrophe.

WHERE IT APPEARS: In a sentence about an inventor's idea, a possessive pronoun shows who owns it.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Possessive Pronouns

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is possessive pronouns, the standard says: ‘edit drafts using standard English conventions, including possessive pronouns.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: possessive pronouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Possessive Pronouns slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including possessive pronouns"

Find the possessive pronoun.

Read the sentence. Find the pronoun that shows who owns something.

"Ford shared his idea for the moving assembly line."

I CAN I can find a possessive pronoun in a sentence.

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Grade 3 • Cluster 5 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the possessive pronoun. Read the sentence. Find the pronoun that shows who owns something."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Ford shared his idea for the moving assembly line.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The possessive pronoun is his; it shows the idea belongs to Ford.

(11)(D)(xviii) • Possessive Pronouns • Sheet 20 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The possessive pronoun is his; it shows the idea belongs to Ford.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "possessive pronouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when possessive pronouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including possessive pronouns"

Choose the possessive pronoun.

Two choices are offered. Choose the possessive pronoun with no apostrophe.

"The store kept (it's / its) prices low."

I CAN I can choose the correct possessive pronoun.

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Grade 3 • Cluster 5 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the possessive pronoun with no apostrophe."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The store kept (it's / its) prices low.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "its" is correct; the possessive pronoun its has no apostrophe.

(11)(D)(xviii) • Possessive Pronouns • Sheet 20 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "its" is correct; the possessive pronoun its has no apostrophe.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including possessive pronouns"

Fix the possessive pronoun.

The pronoun has an apostrophe it should not have. Fix it.

"The workers liked their's new wage."

I CAN I can edit a possessive pronoun to use no apostrophe.

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Grade 3 • Cluster 5 • Editing Part Two • 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. The pronoun has an apostrophe it should not have. Fix it."

"Read this with me: 'The workers liked their's new wage.'"

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

ANSWER KEY: Sample: "The workers liked their new wage." Their's becomes their, since possessive pronouns take no apostrophe.

(11)(D)(xviii) • Possessive Pronouns • Sheet 20 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The workers liked their new wage." Their's becomes their, since possessive pronouns take no apostrophe.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including possessive pronouns"

Write a sentence with a possessive pronoun.

Write one sentence about Henry Ford or Sam Walton using a possessive pronoun.

I CAN I can write a complete sentence with a possessive pronoun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Henry Ford or Sam Walton using a possessive pronoun."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Walton built his first store in a small town." His shows the store belongs to Walton.

(11)(D)(xviii) • Possessive Pronouns • Sheet 20 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Walton built his first store in a small town." His shows the store belongs to Walton.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including possessive pronouns"

Explain why the possessive pronoun fits.

Tell why the possessive pronoun is correct here.

I CAN I can explain why a possessive pronoun is the right choice.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The possessive pronoun shows ownership and needs no apostrophe, so it is the right choice.

(11)(D)(xviii) • Possessive Pronouns • Sheet 20 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The possessive pronoun shows ownership and needs no apostrophe, so it is the right choice.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **possessive pronouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xviii) edit drafts using standard English conventions, including possessive pronouns	"Ford shared his idea for the assembly line." <i>His shows the idea belongs to Ford, with no apostrophe.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 20 of 30, and complete the (11)(D)(xviii) 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, His shows the idea belongs to Ford, with no apostrophe.

(11)(D)(xviii) · Possessive Pronouns · Sheet 20 of 30 · Cluster 5

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.



NOTICE

Monday

The possessive pronoun is his; it shows the idea belongs to Ford.



CHOOSE

Tuesday

"its" is correct; the possessive pronoun its has no apostrophe.



SHOW

Wednesday

Sample: "The workers liked their new wage." Their's becomes their, since possessive pronouns take no apostrophe.



OWN

Thursday

Sample: "Walton built his first store in a small town." His shows the store belongs to Walton.



DEFEND

Friday

The possessive pronoun shows ownership and needs no apostrophe, so it is the right choice.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The possessive pronoun is his; it shows the idea belongs to Ford. Emergent, "its" is correct; the possessive pronoun its has no apostrophe. Visible, Sample: "The workers liked their new wage." Their's becomes their, since possessive pronouns take no apostrophe. Independent, Sample: "Walton built his first store in a small town." His shows the store belongs to Walton. Reflective, The possessive pronoun shows ownership and needs no apostrophe, so it is the right choice.

ANSWER KEY: The possessive pronoun is his; it shows the idea belongs to Ford. · "its" is correct; the possessive pronoun its has no apostrophe. · Sample: "The workers liked their new wage." Their's becomes their, since possessive pronouns take no apostrophe. · Sample: "Walton built his first store in a small town." His shows the store belongs to Walton. · The possessive pronoun shows ownership and needs no apostrophe, so it is the right choice.

(11)(D)(xviii) · Possessive Pronouns · Sheet 20 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The company kept it's prices low for every shopper.

What change should be made in sentence 1?

- A Change it's to its
- B Change company to companys
- C Change shopper to shoppers
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The company kept it's prices low for every shopper. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xviii) · Possessive Pronouns · Sheet 20 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change it's to its

WHY THIS IS CORRECT

The word shows the prices belong to the company, so it should be the possessive pronoun its, with no apostrophe.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Company is spelled correctly as one company. Shopper is correct here as every shopper. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change it's to its. The word shows the prices belong to the company, so it should be the possessive pronoun its, with no apostrophe.”

▶ Walk through why the other choices are traps.

“Company is spelled correctly as one company. Shopper is correct here as every shopper. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change it's to its

(11)(D)(xviii) · Possessive Pronouns · Sheet 20 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including capitalization of official titles of people”

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize an official title** when it is used **with a person's name**.
 Capitalize the title in front of a name: **President Ford, Mr. Walton, Doctor Adams**.
 A title standing alone, like the president, stays lowercase.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
 Capitalize an official title when it sits in front of a name: **Mr. Walton, President Ford**.

WHERE IT APPEARS: In a sentence about a person, an official title in front of the name is capitalized.

This deck teaches **Capitalizing Official Titles** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Official Titles

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is capitalizing official titles, the standard says: ‘edit drafts using standard English conventions, including capitalization of official titles of people.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: capitalizing official titles, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Official Titles slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxii) • Capitalizing Official Titles • Sheet 21 of 30 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of official titles of people"

Find the official title with a name.

Read the sentence. Find the title that goes with a person's name.

"Everyone respected Mr. Walton for his fair prices."

I CAN I can find an official title used with a name.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the official title with a name. Read the sentence. Find the title that goes with a person's name."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Everyone respected Mr. Walton for his fair prices.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The official title is Mr. Walton; the title is capitalized with the name.

(11)(D)(xxii) • Capitalizing Official Titles • Sheet 21 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The official title is Mr. Walton; the title is capitalized with the name.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalizing official titles" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing official titles is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of official titles of people"

Choose the correct capitalization.

Two choices are offered. Choose the one that capitalizes the title with the name.

"We read about (mr. Ford / Mr. Ford) and his cars."

I CAN I can choose the correct capitalization of a title.

The Writing Academy®, LLC

Grade 3 • Cluster 5 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that capitalizes the title with the name."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'We read about (mr. Ford / Mr. Ford) and his cars.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "Mr. Ford" is correct; a title in front of a name is capitalized.

(11)(D)(xxii) • Capitalizing Official Titles • Sheet 21 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Mr. Ford" is correct; a title in front of a name is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of official titles of people"

Fix the title.

A title with a name is not capitalized. Fix it.

"The workers thanked mr. Ford for the raise."

I CAN I can edit a title so it is capitalized with the name.



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. A title with a name is not capitalized. Fix it."

"Read this with me: 'The workers thanked mr. Ford for the raise.'"

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

ANSWER KEY: Sample: "The workers thanked Mr. Ford for the raise." The lowercase mr. becomes Mr. with the name.

(11)(D)(xxii) • Capitalizing Official Titles • Sheet 21 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The workers thanked Mr. Ford for the raise." The lowercase mr. becomes Mr. with the name.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of official titles of people"

Write a sentence with a capitalized title.

Write one sentence about a person using an official title with a name.

I CAN I can write a complete sentence with a capitalized title.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a person using an official title with a name."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Many shoppers trusted Mr. Walton and his stores." Mr. is capitalized as the title with the name.

(11)(D)(xxii) • Capitalizing Official Titles • Sheet 21 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Many shoppers trusted Mr. Walton and his stores." Mr. is capitalized as the title with the name.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of official titles of people"

Explain the capitalization rule.

Tell why the title is capitalized here.

I CAN I can explain why an official title is capitalized.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A title is capitalized when it sits in front of a person's name, so Mr. before Walton is capitalized.

(11)(D)(xxii) • Capitalizing Official Titles • Sheet 21 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A title is capitalized when it sits in front of a person's name, so Mr. before Walton is capitalized.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **capitalizing official titles** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxii) edit drafts using standard English conventions, including capitalization of official titles of people	"Everyone respected Mr. Walton for his fair prices." <i>Mr. is capitalized because it is a title used with the name Walton.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 21 of 30, and complete the (11)(D)(xxii) 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, Mr. is capitalized because it is a title used with the name Walton.

(11)(D)(xxii) · Capitalizing Official Titles · Sheet 21 of 30 · Cluster 5

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.

**NOTICE**
Monday

The official title is Mr. Walton; the title is capitalized with the name.

**CHOOSE**
Tuesday

"Mr. Ford" is correct; a title in front of a name is capitalized.

**SHOW**
Wednesday

Sample: "The workers thanked Mr. Ford for the raise." The lowercase mr. becomes Mr. with the name.

**OWN**
Thursday

Sample: "Many shoppers trusted Mr. Walton and his stores." Mr. is capitalized as the title with the name.

**DEFEND**
Friday

A title is capitalized when it sits in front of a person's name, so Mr. before Walton is capitalized.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The official title is Mr. Walton; the title is capitalized with the name. Emergent, "Mr. Ford" is correct; a title in front of a name is capitalized. Visible, Sample: "The workers thanked Mr. Ford for the raise." The lowercase mr. becomes Mr. with the name. Independent, Sample: "Many shoppers trusted Mr. Walton and his stores." Mr. is capitalized as the title with the name. Reflective, A title is capitalized when it sits in front of a person's name, so Mr. before Walton is capitalized.

ANSWER KEY: The official title is Mr. Walton; the title is capitalized with the name. · "Mr. Ford" is correct; a title in front of a name is capitalized. · Sample: "The workers thanked Mr. Ford for the raise." The lowercase mr. becomes Mr. with the name. · Sample: "Many shoppers trusted Mr. Walton and his stores." Mr. is capitalized as the title with the name. · A title is capitalized when it sits in front of a person's name, so Mr. before Walton is capitalized.

(11)(D)(xxii) · Capitalizing Official Titles · Sheet 21 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The new plan came from mr. Ford himself.

What change should be made in sentence 1?

- A Change mr. to Mr.
- B Change plan to Plan
- C Change came to comes
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The new plan came from mr. Ford himself. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxii) · Capitalizing Official Titles · Sheet 21 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change mr. to Mr.

WHY THIS IS CORRECT

Mr. is an official title used with the name Ford, so it should be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Plan is a common noun and stays lowercase. Came is the correct past tense. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

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

“Here’s the payoff: the correct answer is A, Change mr. to Mr. Mr. is an official title used with the name Ford, so it should be capitalized.”

▶ *Walk through why the other choices are traps.*

“Plan is a common noun and stays lowercase. Came is the correct past tense. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change mr. to Mr.

(11)(D)(xxii) · Capitalizing Official Titles · Sheet 21 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including capitalization of holidays”

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a holiday** because it is a special day.
 Capitalize each important word: **Thanksgiving, Labor Day, the Fourth of July**.
 A holiday name is a proper noun, so it always starts with a capital letter.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
 Capitalize the special name of a holiday: **Labor Day, Thanksgiving, the Fourth of July**.

WHERE IT APPEARS: In a sentence about a busy shopping day, the name of a holiday is capitalized.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Holidays

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is capitalizing holidays, the standard says: ‘edit drafts using standard English conventions, including capitalization of holidays.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: capitalizing holidays, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Holidays slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 22 of 30 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of holidays"

Find the holiday name.

Read the sentence. Find the special name of a holiday.

"The stores were busy on Labor Day."

I CAN I can find the name of a holiday in a sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the holiday name. Read the sentence. Find the special name of a holiday."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The stores were busy on Labor Day.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The holiday name is Labor Day; both words are capitalized.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 22 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The holiday name is Labor Day; both words are capitalized.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalizing holidays" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing holidays is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of holidays"

Choose the correct capitalization.

Two choices are offered. Choose the one that capitalizes the holiday.

"We shopped on (thanksgiving / Thanksgiving) morning."

I CAN I can choose the correct capitalization of a holiday.

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Grade 3 • Cluster 5 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that capitalizes the holiday."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'We shopped on (thanksgiving / Thanksgiving) morning.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "Thanksgiving" is correct; a holiday name is a proper noun and is capitalized.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 22 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Thanksgiving" is correct; a holiday name is a proper noun and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of holidays"

Fix the holiday name.

A holiday name is not capitalized. Fix it.

"Many families shop on labor day."

I CAN I can edit a holiday name so it is capitalized.



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. A holiday name is not capitalized. Fix it."

"Read this with me: 'Many families shop on labor day.'"

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

ANSWER KEY: Sample: "Many families shop on Labor Day." The lowercase labor day becomes Labor Day.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 22 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Many families shop on Labor Day." The lowercase labor day becomes Labor Day.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of holidays"

Write a sentence with a holiday name.

Write one sentence about a store or a shopping day using a holiday name.

I CAN I can write a complete sentence with a capitalized holiday.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a store or a shopping day using a holiday name."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The biggest sale of the year was on Black Friday." Black Friday is capitalized as a holiday name.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 22 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The biggest sale of the year was on Black Friday." Black Friday is capitalized as a holiday name.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of holidays"

Explain the capitalization rule.

Tell why the holiday name is capitalized here.

I CAN I can explain why a holiday name is capitalized.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A holiday name is a proper noun, so each important word starts with a capital letter.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 22 of 30 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A holiday name is a proper noun, so each important word starts with a capital letter.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **capitalizing holidays** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxiii) edit drafts using standard English conventions, including capitalization of holidays	“The stores were busy on Labor Day .” <i>Labor Day is capitalized because it is the special name of a holiday.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 22 of 30, and complete the (11)(D)(xxiii) 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, Labor Day is capitalized because it is the special name of a holiday.

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 22 of 30 · Cluster 5

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.



NOTICE
Monday

The holiday name is Labor Day; both words are capitalized.



CHOOSE
Tuesday

"Thanksgiving" is correct; a holiday name is a proper noun and is capitalized.



SHOW
Wednesday

Sample: "Many families shop on Labor Day." The lowercase labor day becomes Labor Day.



OWN
Thursday

Sample: "The biggest sale of the year was on Black Friday." Black Friday is capitalized as a holiday name.



DEFEND
Friday

A holiday name is a proper noun, so each important word starts with a capital letter.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The holiday name is Labor Day; both words are capitalized.
Emergent, "Thanksgiving" is correct; a holiday name is a proper noun and is capitalized.
Visible, Sample: "Many families shop on Labor Day." The lowercase labor day becomes Labor Day.
Independent, Sample: "The biggest sale of the year was on Black Friday." Black Friday is capitalized as a holiday name.
Reflective, A holiday name is a proper noun, so each important word starts with a capital letter.

ANSWER KEY: The holiday name is Labor Day; both words are capitalized. ·
"Thanksgiving" is correct; a holiday name is a proper noun and is capitalized. ·
Sample: "Many families shop on Labor Day." The lowercase labor day becomes Labor Day. ·
Sample: "The biggest sale of the year was on Black Friday." Black Friday is capitalized as a holiday name. ·
A holiday name is a proper noun, so each important word starts with a capital letter.

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 22 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The store held a huge sale on thanksgiving.

What change should be made in sentence 1?

A Change thanksgiving to Thanksgiving

B Change store to Store

C Change sale to sales

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The store held a huge sale on thanksgiving. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 22 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change thanksgiving to Thanksgiving

WHY THIS IS CORRECT

Thanksgiving is the special name of a holiday, a proper noun, so it should be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Store is a common noun and stays lowercase. Sale is correct as one sale. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change thanksgiving to Thanksgiving. Thanksgiving is the special name of a holiday, a proper noun, so it should be capitalized.”

▶ *Walk through why the other choices are traps.*

“Store is a common noun and stays lowercase. Sale is correct as one sale. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change thanksgiving to Thanksgiving

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 22 of 30 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I build a **compound sentence** by joining **two complete sentences**. Each part needs a subject and a verb that **agree**: one runner **runs**, two runners **run**.
A joining word links the two ideas so they read as one smooth sentence.

KEY IDEA

A compound sentence joins **two complete sentences** into one.
Each part needs a subject and a verb that **agree**: Crash **plays**, and his teammates **cheer**.

WHERE IT APPEARS: In a sentence about the team, two complete ideas join, and each verb agrees with its subject.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Compound Sentences

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is compound sentences, the standard says: ‘edit drafts using standard English conventions, including compound sentences with subject-verb agreement.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: compound sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Compound Sentences slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ii) • Compound Sentences • Sheet 23 of 30 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the two complete parts.

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

"Crash plays football, and Penn walks to school."

I CAN I can find the two complete parts of a compound sentence.

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Grade 3 • Cluster 6 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the two complete parts. Read the sentence. Find the two complete ideas that are joined."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Crash plays football, and Penn walks to school.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The two parts are Crash plays football and Penn walks to school, joined into one sentence.

(11)(D)(ii) • Compound Sentences • Sheet 23 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two parts are Crash plays football and Penn walks to school, joined into one sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "compound sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when compound sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the verb that agrees.

Two verbs are offered. Choose the one that agrees with its subject.

"The players run, and the coach (watch / watches)."

I CAN I can choose the verb that agrees with its subject.

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Grade 3 • Cluster 6 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two verbs are offered. Choose the one that agrees with its subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The players run, and the coach (watch / watches).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "watches" is correct; the coach is one, so the verb watches agrees with it.

(11)(D)(ii) • Compound Sentences • Sheet 23 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "watches" is correct; the coach is one, so the verb watches agrees with it.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix the agreement.

One verb does not agree with its subject. Fix it.

"Crash runs, and his friends cheers."

I CAN I can edit a verb so it agrees in a compound sentence.

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Grade 3 • Cluster 6 • Editing Part Two • 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. One verb does not agree with its subject. Fix it."

"Read this with me: 'Crash runs, and his friends cheers.'"

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

ANSWER KEY: Sample: "Crash runs, and his friends cheer." Cheers becomes cheer because friends is plural.

(11)(D)(ii) • Compound Sentences • Sheet 23 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Crash runs, and his friends cheer." Cheers becomes cheer because friends is plural.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a compound sentence.

Write one compound sentence about the team, with each verb agreeing.

I CAN I can write a compound sentence with agreement.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the team, with each verb agreeing."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Penn helps his neighbors, and Crash learns from him." Both parts are complete and agree.

(11)(D)(ii) • Compound Sentences • Sheet 23 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Penn helps his neighbors, and Crash learns from him." Both parts are complete and agree.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

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

Explain how the sentence works.

Tell why the two parts and the verbs make a correct compound sentence.

I CAN I can explain how a compound sentence is built correctly.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Both parts are complete and each verb matches its subject, which makes the compound sentence correct.

(11)(D)(ii) • Compound Sentences • Sheet 23 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Both parts are complete and each verb matches its subject, which makes the compound sentence correct.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **compound sentences** row on your Standards Sweep EDITING Tracking Sheet.

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." <i>Two complete parts are joined, and each verb agrees with its subject.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 23 of 30, and complete the (11)(D)(ii) 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, Two complete parts are joined, and each verb agrees with its subject.

(11)(D)(ii) · Compound Sentences · Sheet 23 of 30 · Cluster 6

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.



NOTICE Monday

The two parts are Crash plays football and Penn walks to school, joined into one sentence.



CHOOSE Tuesday

"watches" is correct; the coach is one, so the verb watches agrees with it.



SHOW Wednesday

Sample: "Crash runs, and his friends cheer." Cheers becomes cheer because friends is plural.



OWN Thursday

Sample: "Penn helps his neighbors, and Crash learns from him." Both parts are complete and agree.



DEFEND Friday

Both parts are complete and each verb matches its subject, which makes the compound sentence correct.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The two parts are Crash plays football and Penn walks to school, joined into one sentence. Emergent, "watches" is correct; the coach is one, so the verb watches agrees with it. Visible, Sample: "Crash runs, and his friends cheer." Cheers becomes cheer because friends is plural. Independent, Sample: "Penn helps his neighbors, and Crash learns from him." Both parts are complete and agree. Reflective, Both parts are complete and each verb matches its subject, which makes the compound sentence correct.

ANSWER KEY: The two parts are Crash plays football and Penn walks to school, joined into one sentence. · "watches" is correct; the coach is one, so the verb watches agrees with it. · Sample: "Crash runs, and his friends cheer." Cheers becomes cheer because friends is plural. · Sample: "Penn helps his neighbors, and Crash learns from him." Both parts are complete and agree. · Both parts are complete and each verb matches its subject, which makes the compound sentence correct.

(11)(D)(ii) · Compound Sentences · Sheet 23 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The team practices hard, and the coaches helps them improve.

What change should be made in sentence 1?

- A Change helps to help
- B Change team to teams
- C Change practices to practice
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The team practices hard, and the coaches helps them improve. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ii) · Compound Sentences · Sheet 23 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change helps to help

WHY THIS IS CORRECT

The subject coaches is plural, so the verb should be help, not helps, to agree in the second part of the compound sentence.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Team is correct as one team. Practices agrees with the singular team. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change helps to help. The subject coaches is plural, so the verb should be help, not helps, to agree in the second part of the compound sentence.”

▶ *Walk through why the other choices are traps.*

“Team is correct as one team. Practices agrees with the singular team. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change helps to help

(11)(D)(ii) · Compound Sentences · Sheet 23 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **coordinating conjunction** to join **two subjects** into one.
The joining words are **and, or**: **Crash and Penn** play together.
A compound subject lets two doers share the same action in one sentence.

SENTENCE WEATHER



Conjunction (RAINBOW)

A conjunction is a RAINBOW; it joins parts together. Here it joins two subjects into one compound subject.

WHERE IT APPEARS: In a sentence about two friends, a conjunction joins them into one compound subject.

This deck teaches **Conjunctions in Compound Subjects** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Conjunctions in Compound Subjects

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is conjunctions in compound subjects, the standard says: ‘edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: conjunctions in compound subjects, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctions in Compound Subjects slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xix) • Conjunctions in Compound Subjects • Sheet 24 of 30 •
Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the compound subject.

Read the sentence. Find the two subjects joined by a conjunction.

"Crash and Penn joined the same team."

I CAN I can find a compound subject joined by a conjunction.

The Writing Academy®, LLC



Grade 3 • Cluster 6 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the compound subject. Read the sentence. Find the two subjects joined by a conjunction."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Crash and Penn joined the same team.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The compound subject is Crash and Penn, joined by the conjunction and.

(11)(D)(xix) • Conjunctions in Compound Subjects • Sheet 24 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The compound subject is Crash and Penn, joined by the conjunction and.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctions in compound subjects" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when conjunctions in compound subjects is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the conjunction that joins the subjects.

Two words are offered. Choose the conjunction that joins two subjects.

"The coach (and / but) the captain lead the team."

I CAN I can choose the conjunction that forms a compound subject.

The Writing Academy®, LLC



Grade 3 • Cluster 6 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the conjunction that joins two subjects."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The coach (and / but) the captain lead the team.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "and" is correct; it joins the coach and the captain into one compound subject.

(11)(D)(xix) • Conjunctions in Compound Subjects • Sheet 24 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "and" is correct; it joins the coach and the captain into one compound subject.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Join the two subjects.

Two short sentences share an action. Join their subjects with a conjunction.

"Crash cheered. Penn cheered."

I CAN I can join two subjects with a conjunction.

The Writing Academy®, LLC



Grade 3 • Cluster 6 • Editing Part Two • 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. Two short sentences share an action. Join their subjects with a conjunction."

"Read this with me: 'Crash cheered. Penn cheered.'"

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

ANSWER KEY: Sample: "Crash and Penn cheered." The conjunction and joins the two subjects.

(11)(D)(xix) • Conjunctions in Compound Subjects • Sheet 24 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Crash and Penn cheered." The conjunction and joins the two subjects.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a sentence with a compound subject.

Write one sentence about the story with a compound subject.

I CAN I can write a sentence with a compound subject.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the story with a compound subject."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Neighbors and friends came to help." And joins the two subjects into one.

(11)(D)(xix) • Conjunctions in Compound Subjects • Sheet 24 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Neighbors and friends came to help." And joins the two subjects into one.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

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

Explain how the conjunction helps.

Tell why joining the subjects makes the writing better.

I CAN I can explain how a conjunction joins two subjects.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The conjunction and joins two subjects, so one sentence does the work of two.

(11)(D)(xix) • Conjunctions in Compound Subjects • Sheet 24 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The conjunction and joins two subjects, so one sentence does the work of two.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **conjunctions in compound subjects** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xix) edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects	" Crash and Penn joined the same team." <i>The conjunction and joins two subjects into one compound subject.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 24 of 30, and complete the (11)(D)(xix) 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, The conjunction and joins two subjects into one compound subject.

(11)(D)(xix) · Conjunctions in Compound Subjects · Sheet 24 of 30 · Cluster 6

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.



NOTICE
Monday

The compound subject is Crash and Penn, joined by the conjunction and.



CHOOSE
Tuesday

“and” is correct; it joins the coach and the captain into one compound subject.



SHOW
Wednesday

Sample: “Crash and Penn cheered.” The conjunction and joins the two subjects.



OWN
Thursday

Sample: “Neighbors and friends came to help.” And joins the two subjects into one.



DEFEND
Friday

The conjunction and joins two subjects, so one sentence does the work of two.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The compound subject is Crash and Penn, joined by the conjunction and. Emergent, “and” is correct; it joins the coach and the captain into one compound subject. Visible, Sample: “Crash and Penn cheered.” The conjunction and joins the two subjects. Independent, Sample: “Neighbors and friends came to help.” And joins the two subjects into one. Reflective, The conjunction and joins two subjects, so one sentence does the work of two.

ANSWER KEY: The compound subject is Crash and Penn, joined by the conjunction and. · “and” is correct; it joins the coach and the captain into one compound subject. · Sample: “Crash and Penn cheered.” The conjunction and joins the two subjects. · Sample: “Neighbors and friends came to help.” And joins the two subjects into one. · The conjunction and joins two subjects, so one sentence does the work of two.

(11)(D)(xix) · Conjunctions in Compound Subjects · Sheet 24 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Crash but Penn ran onto the field together.

What change should be made in sentence 1?

- A Change but to and
- B Change ran to runned
- C Change field to fields
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Crash but Penn ran onto the field together. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xix) · Conjunctions in Compound Subjects · Sheet 24 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change but to and

WHY THIS IS CORRECT

The two subjects share the same action, so the conjunction should be and, not but, to form a compound subject.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Ran is the correct past tense of run. Field is correct as one field. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

"Here's the payoff: the correct answer is A, Change but to and. The two subjects share the same action, so the conjunction should be and, not but, to form a compound subject."

▶ Walk through why the other choices are traps.

"Ran is the correct past tense of run. Field is correct as one field. There is a change to make, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change but to and

(11)(D)(xix) · Conjunctions in Compound Subjects · Sheet 24 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **coordinating conjunction** to join **two actions** for one subject. The joining words are **and, or, but**: Crash **ran and scored**. A compound predicate lets one doer take two actions in a single sentence.

SENTENCE WEATHER



Conjunction (RAINBOW)

A conjunction is a RAINBOW; it joins parts together. Here it joins two actions into one compound predicate.

WHERE IT APPEARS: In a sentence about one player, a conjunction joins two actions into a compound predicate.

This deck teaches **Conjunctions in Compound Predicates** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Conjunctions in Compound Predicates

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is conjunctions in compound predicates, the standard says: ‘edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: conjunctions in compound predicates, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctions in Compound Predicates slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the compound predicate.

Read the sentence. Find the two actions joined by a conjunction.

"Crash ran and scored in the big game."

I CAN I can find a compound predicate joined by a conjunction.

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Grade 3 • Cluster 6 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the compound predicate. Read the sentence. Find the two actions joined by a conjunction."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Crash ran and scored in the big game.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The compound predicate is ran and scored, joined by the conjunction and.

(11)(D)(xx) • Conjunctions in Compound Predicates • Sheet 25 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The compound predicate is ran and scored, joined by the conjunction and.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctions in compound predicates" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when conjunctions in compound predicates is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the conjunction that joins the actions.

Two words are offered. Choose the conjunction that joins two actions.

"Penn walked (and / so) waved to his friends."

I CAN I can choose the conjunction that forms a compound predicate.

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Grade 3 • Cluster 6 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the conjunction that joins two actions."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Penn walked (and / so) waved to his friends.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "and" is correct; it joins walked and waved into one compound predicate.

(11)(D)(xx) • Conjunctions in Compound Predicates • Sheet 25 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "and" is correct; it joins walked and waved into one compound predicate.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Join the two actions.

Two short sentences share a subject. Join their actions with a conjunction.

"Crash jumped. Crash cheered."

I CAN I can join two actions with a conjunction.

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Grade 3 • Cluster 6 • Editing Part Two • 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. Two short sentences share a subject. Join their actions with a conjunction."

"Read this with me: 'Crash jumped. Crash cheered.'"

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

ANSWER KEY: Sample: "Crash jumped and cheered." The conjunction and joins the two actions.

(11)(D)(xx) • Conjunctions in Compound Predicates • Sheet 25 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Crash jumped and cheered." The conjunction and joins the two actions.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a sentence with a compound predicate.

Write one sentence about a character who does two actions.

I CAN I can write a sentence with a compound predicate.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a character who does two actions."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Penn listened and helped all afternoon." And joins the two actions for one subject.

(11)(D)(xx) • Conjunctions in Compound Predicates • Sheet 25 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Penn listened and helped all afternoon." And joins the two actions for one subject.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

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

Explain how the conjunction helps.

Tell why joining the actions makes the writing better.

I CAN I can explain how a conjunction joins two actions.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The conjunction and joins two actions, so one sentence shows both things the doer did.

(11)(D)(xx) • Conjunctions in Compound Predicates • Sheet 25 of 30 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The conjunction and joins two actions, so one sentence shows both things the doer did.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **conjunctions in compound predicates** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xx) edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates	"Crash ran and scored in the big game." <i>The conjunction and joins two actions into one compound predicate.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 25 of 30, and complete the (11)(D)(xx) 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, The conjunction and joins two actions into one compound predicate.

(11)(D)(xx) · Conjunctions in Compound Predicates · Sheet 25 of 30 · Cluster 6

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.



NOTICE
Monday

The compound predicate is ran and scored, joined by the conjunction and.



CHOOSE
Tuesday

“and” is correct; it joins walked and waved into one compound predicate.



SHOW
Wednesday

Sample: “Crash jumped and cheered.” The conjunction and joins the two actions.



OWN
Thursday

Sample: “Penn listened and helped all afternoon.” And joins the two actions for one subject.



DEFEND
Friday

The conjunction and joins two actions, so one sentence shows both things the doer did.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The compound predicate is ran and scored, joined by the conjunction and. Emergent, “and” is correct; it joins walked and waved into one compound predicate. Visible, Sample: “Crash jumped and cheered.” The conjunction and joins the two actions. Independent, Sample: “Penn listened and helped all afternoon.” And joins the two actions for one subject. Reflective, The conjunction and joins two actions, so one sentence shows both things the doer did.

ANSWER KEY: The compound predicate is ran and scored, joined by the conjunction and. · “and” is correct; it joins walked and waved into one compound predicate. · Sample: “Crash jumped and cheered.” The conjunction and joins the two actions. · Sample: “Penn listened and helped all afternoon.” And joins the two actions for one subject. · The conjunction and joins two actions, so one sentence shows both things the doer did.

(11)(D)(xx) · Conjunctions in Compound Predicates · Sheet 25 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Penn smiled or shook every neighbor's hand.

What change should be made in sentence 1?

- A Change or to and
- B Change smiled to smile
- C Change hand to hands
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Penn smiled or shook every neighbor's hand. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xx) · Conjunctions in Compound Predicates · Sheet 25 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change or to and

WHY THIS IS CORRECT

Penn did both actions, so the conjunction should be and, not or, to join the two actions in the compound predicate.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Smiled is the correct past tense. Hand is correct here as each neighbor's hand. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change or to and. Penn did both actions, so the conjunction should be and, not or, to join the two actions in the compound predicate.”

▶ Walk through why the other choices are traps.

“Smiled is the correct past tense. Hand is correct here as each neighbor's hand. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change or to and

(11)(D)(xx) · Conjunctions in Compound Predicates · Sheet 25 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **coordinating conjunction** to join **two complete sentences**.
The joining words are **and, but, or, so**: Crash was proud, **but** Penn stayed calm.
The conjunction shows how the two ideas fit together.

SENTENCE WEATHER



Conjunction (RAINBOW)

A conjunction is a RAINBOW; it joins parts together. Here it joins two complete sentences into one compound sentence.

WHERE IT APPEARS: In a sentence about two ideas, a conjunction joins two complete sentences.

This deck teaches **Conjunctions in Compound Sentences** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Conjunctions in Compound Sentences

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is conjunctions in compound sentences, the standard says: ‘edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: conjunctions in compound sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctions in Compound Sentences slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxi) • Conjunctions in Compound Sentences • Sheet 26 of 30 •
Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the conjunction that joins two sentences.

Read the sentence. Find the joining word between two complete ideas.

"Crash wanted to win, but Penn wanted to have fun."

I CAN I can find the conjunction in a compound sentence.

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Grade 3 • Cluster 6 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

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

"Let's warm up our editing eyes. Find the conjunction that joins two sentences. Read the sentence. Find the joining word between two complete ideas."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Crash wanted to win, but Penn wanted to have fun.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The conjunction is but; it joins two complete sentences and shows they contrast.

(11)(D)(xxi) • Conjunctions in Compound Sentences • Sheet 26 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The conjunction is but; it joins two complete sentences and shows they contrast.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctions in compound sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when conjunctions in compound sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the conjunction that fits the meaning.

Two conjunctions are offered. Choose the one that fits how the ideas connect.

"Penn was small, (and / but) he never gave up."

I CAN I can choose the conjunction that fits the meaning.

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Grade 3 • Cluster 6 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two conjunctions are offered. Choose the one that fits how the ideas connect."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Penn was small, (and / but) he never gave up.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "but" is correct; it shows the surprise that Penn never gave up even though he was small.

(11)(D)(xxi) • Conjunctions in Compound Sentences • Sheet 26 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "but" is correct; it shows the surprise that Penn never gave up even though he was small.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Join the two sentences.

Two complete sentences belong together. Join them with a conjunction that fits.

"Crash trained hard. He won the race."

I CAN I can join two sentences with a conjunction.

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Grade 3 • Cluster 6 • Editing Part Two • 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. Two complete sentences belong together. Join them with a conjunction that fits."

"Read this with me: 'Crash trained hard. He won the race.'"

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

ANSWER KEY: Sample: "Crash trained hard, so he won the race." So joins the two sentences and shows the result.

(11)(D)(xxi) • Conjunctions in Compound Sentences • Sheet 26 of 30 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Crash trained hard, so he won the race." So joins the two sentences and shows the result.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a compound sentence.

Write one compound sentence about the story using a conjunction.

I CAN I can write a compound sentence with a conjunction.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the story using a conjunction."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Penn moved slowly, but he always finished." But joins the two ideas and shows the contrast.

(11)(D)(xxi) • Conjunctions in Compound Sentences • Sheet 26 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Penn moved slowly, but he always finished." But joins the two ideas and shows the contrast.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

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

Explain the conjunction you chose.

Tell why your conjunction fits how the two ideas connect.

I CAN I can explain how a conjunction connects two ideas.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

ANSWER KEY: The conjunction joins two complete sentences and shows how the ideas connect, so I pick the one that fits.

(11)(D)(xxi) • Conjunctions in Compound Sentences • Sheet 26 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The conjunction joins two complete sentences and shows how the ideas connect, so I pick the one that fits.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **conjunctions in compound sentences** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(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." <i>The conjunction but joins two complete sentences and shows they contrast.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 26 of 30, and complete the (11)(D)(xxi) 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, The conjunction but joins two complete sentences and shows they contrast.

(11)(D)(xxi) · Conjunctions in Compound Sentences · Sheet 26 of 30 · Cluster 6

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.



NOTICE
Monday

The conjunction is but; it joins two complete sentences and shows they contrast.



CHOOSE
Tuesday

“but” is correct; it shows the surprise that Penn never gave up even though he was small.



SHOW
Wednesday

Sample: “Crash trained hard, so he won the race.” So joins the two sentences and shows the result.



OWN
Thursday

Sample: “Penn moved slowly, but he always finished.” But joins the two ideas and shows the contrast.



DEFEND
Friday

The conjunction joins two complete sentences and shows how the ideas connect, so I pick the one that fits.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▶ Walk through the answers together and have students self-check and correct: Foundational, The conjunction is but; it joins two complete sentences and shows they contrast. Emergent, “but” is correct; it shows the surprise that Penn never gave up even though he was small. Visible, Sample: “Crash trained hard, so he won the race.” So joins the two sentences and shows the result. Independent, Sample: “Penn moved slowly, but he always finished.” But joins the two ideas and shows the contrast. Reflective, The conjunction joins two complete sentences and shows how the ideas connect, so I pick the one that fits.

ANSWER KEY: The conjunction is but; it joins two complete sentences and shows they contrast. · “but” is correct; it shows the surprise that Penn never gave up even though he was small. · Sample: “Crash trained hard, so he won the race.” So joins the two sentences and shows the result. · Sample: “Penn moved slowly, but he always finished.” But joins the two ideas and shows the contrast. · The conjunction joins two complete sentences and shows how the ideas connect, so I pick the one that fits.

(11)(D)(xxi) · Conjunctions in Compound Sentences · Sheet 26 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Crash played to win, so Penn played for fun.

What change should be made in sentence 1?

- A Change so to but
- B Change played to plays
- C Change win to won
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Crash played to win, so Penn played for fun. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxi) · Conjunctions in Compound Sentences · Sheet 26 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change so to but

WHY THIS IS CORRECT

The two ideas contrast, so the conjunction should be but, not so, to show they are different.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Played is the correct past tense. Win is correct after to. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Change so to but. The two ideas contrast, so the conjunction should be but, not so, to show they are different.”

▶ *Walk through why the other choices are traps.*

“Played is the correct past tense. Win is correct after to. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change so to but

(11)(D)(xxi) · Conjunctions in Compound Sentences · Sheet 26 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including commas in compound sentences”

WHAT DOES THIS MEAN TO ME?

When I edit, I put a **comma before the joining word** in a compound sentence. The comma comes right before **and, but, or, so** when they join two complete sentences.
The comma gives the reader a short pause between the two ideas.

KEY IDEA

A comma is a **convention**, so it wears no weather symbol.
Put a comma **before** the joining word in a compound sentence: Crash ran hard, and the crowd cheered.

WHERE IT APPEARS: In a compound sentence, a comma comes just before the joining word.

This deck teaches **Commas in Compound Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Commas in Compound Sentences

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is commas in compound sentences, the standard says: ‘edit drafts using standard English conventions, including commas in compound sentences.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: commas in compound sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Commas in Compound Sentences slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 27 of 30 •
Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in compound sentences"

Find where the comma belongs.

Read the sentence. Find the joining word that needs a comma before it.

"Crash ran hard, and the crowd cheered."

I CAN I can find where a comma belongs in a compound sentence.

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Grade 3 • Cluster 6 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find where the comma belongs. Read the sentence. Find the joining word that needs a comma before it."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Crash ran hard, and the crowd cheered.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The comma belongs after hard, right before the joining word and.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 27 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comma belongs after hard, right before the joining word and.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "commas in compound sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when commas in compound sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in compound sentences"

Choose the correctly punctuated sentence.

Two sentences are offered. Choose the one with the comma in the right place.

"Penn was calm but Crash was excited." / "Penn was calm, but Crash was excited."

I CAN I can choose the correctly punctuated compound sentence.

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Grade 3 • Cluster 6 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two sentences are offered. Choose the one with the comma in the right place."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Penn was calm but Crash was excited.' / 'Penn was calm, but Crash was excited.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: The second sentence is correct, with the comma before but.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 27 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, The second sentence is correct, with the comma before but.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in compound sentences"

Add the missing comma.

The comma is missing before the joining word. Add it.

"The game ended and the team celebrated."

I CAN I can add a comma before the joining word.

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Grade 3 • Cluster 6 • Editing Part Two • 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. The comma is missing before the joining word. Add it."

"Read this with me: 'The game ended and the team celebrated.'"

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

ANSWER KEY: Sample: "The game ended, and the team celebrated." The comma is added before and.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 27 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The game ended, and the team celebrated." The comma is added before and.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in compound sentences"

Write a compound sentence with a comma.

Write one compound sentence about the story with a comma before the joining word.

I CAN I can write a compound sentence punctuated correctly.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the story with a comma before the joining word."

► No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "Penn played fair, and everyone respected him." The comma comes before the joining word.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 27 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Penn played fair, and everyone respected him." The comma comes before the joining word.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in compound sentences"

Explain the comma rule.

Tell why the comma belongs where you put it.

I CAN I can explain the comma rule for compound sentences.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The comma goes before the joining word because it separates two complete sentences.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 27 of 30 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The comma goes before the joining word because it separates two complete sentences.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **commas in compound sentences** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxviii) edit drafts using standard English conventions, including commas in compound sentences	“Crash ran hard, and the crowd cheered.” <i>The comma comes before and because it joins two complete sentences.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 27 of 30, and complete the (11)(D)(xxviii) 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, The comma comes before and because it joins two complete sentences.

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 27 of 30 · Cluster 6

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.



NOTICE
Monday

The comma belongs after hard, right before the joining word and.



CHOOSE
Tuesday

The second sentence is correct, with the comma before but.



SHOW
Wednesday

Sample: "The game ended, and the team celebrated." The comma is added before and.



OWN
Thursday

Sample: "Penn played fair, and everyone respected him." The comma comes before the joining word.



DEFEND
Friday

The comma goes before the joining word because it separates two complete sentences.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The comma belongs after hard, right before the joining word and. Emergent, The second sentence is correct, with the comma before but. Visible, Sample: "The game ended, and the team celebrated." The comma is added before and. Independent, Sample: "Penn played fair, and everyone respected him." The comma comes before the joining word. Reflective, The comma goes before the joining word because it separates two complete sentences.

ANSWER KEY: The comma belongs after hard, right before the joining word and. · The second sentence is correct, with the comma before but. · Sample: "The game ended, and the team celebrated." The comma is added before and. · Sample: "Penn played fair, and everyone respected him." The comma comes before the joining word. · The comma goes before the joining word because it separates two complete sentences.

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 27 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Crash scored the goal and his teammates lifted him up.

What change should be made in sentence 1?

- A Insert a comma after goal
- B Change scored to scores
- C Change teammates to teammate
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Crash scored the goal and his teammates lifted him up. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 27 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Insert a comma after goal

WHY THIS IS CORRECT

The word and joins two complete sentences, so a comma belongs before it, after goal.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Scored is the correct past tense. Teammates is a correct plural. A comma is needed, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Insert a comma after goal. The word and joins two complete sentences, so a comma belongs before it, after goal.”

▶ *Walk through why the other choices are traps.*

“Scored is the correct past tense. Teammates is a correct plural. A comma is needed, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Insert a comma after goal

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 27 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including commas in a series”

WHAT DOES THIS MEAN TO ME?

When I edit, I use **commas to separate three or more items** in a list.
Put a comma after each item, and use **and** before the last one: **speed, courage, and heart**.
The commas keep the items from running together.

KEY IDEA

A comma is a **convention**, so it wears no weather symbol.
Put a comma between each item in a series of three or more: Crash was fast, strong, and brave.
WHERE IT APPEARS: In a sentence that lists three or more things, commas separate the items.

This deck teaches **Commas in a Series** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Commas in a Series

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is commas in a series, the standard says: ‘edit drafts using standard English conventions, including commas in a series.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: commas in a series, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Commas in a Series slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxix) • Commas in a Series • Sheet 28 of 30 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in a series"

Find the items in the series.

Read the sentence. Find the three or more items being listed.

"A good citizen is kind, fair, and helpful."

I CAN I can find the items in a series.

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Grade 3 • Cluster 6 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the items in the series. Read the sentence. Find the three or more items being listed."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'A good citizen is kind, fair, and helpful.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The items are kind, fair, and helpful, separated by commas.

(11)(D)(xxix) • Commas in a Series • Sheet 28 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The items are kind, fair, and helpful, separated by commas.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "commas in a series" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when commas in a series is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in a series"

Choose the correctly punctuated list.

Two sentences are offered. Choose the one with commas in the right places.

"Penn ran jumped and laughed." / "Penn ran, jumped, and laughed."

I CAN I can choose the correctly punctuated series.

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Grade 3 • Cluster 6 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two sentences are offered. Choose the one with commas in the right places."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Penn ran jumped and laughed.' / 'Penn ran, jumped, and laughed.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: The second sentence is correct, with commas after ran and jumped.

(11)(D)(xxix) • Commas in a Series • Sheet 28 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, The second sentence is correct, with commas after ran and jumped.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in a series"

Add the missing commas.

The commas are missing in the list. Add them.

"Crash learned about teamwork respect and friendship."

I CAN I can add commas to separate a series.



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. The commas are missing in the list. Add them."

"Read this with me: 'Crash learned about teamwork respect and friendship.'"

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

ANSWER KEY: Sample: "Crash learned about teamwork, respect, and friendship."
Commas are added between the items.

(11)(D)(xxix) • Commas in a Series • Sheet 28 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Crash learned about teamwork, respect, and friendship." Commas are added between the items.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in a series"

Write a sentence with a series.

Write one sentence that lists three things about a good citizen or a good teammate.

I CAN I can write a sentence with a series of three.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence that lists three things about a good citizen or a good teammate."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "A teammate shares, listens, and cheers." Commas separate the three actions.

(11)(D)(xxix) • Commas in a Series • Sheet 28 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "A teammate shares, listens, and cheers." Commas separate the three actions.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including commas in a series"

Explain the comma rule.

Tell why the commas belong in your list.

I CAN I can explain the comma rule for a series.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Commas go between the items in a list of three or more so they do not run together.

(11)(D)(xxix) • Commas in a Series • Sheet 28 of 30 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Commas go between the items in a list of three or more so they do not run together.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **commas in a series** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxix) edit drafts using standard English conventions, including commas in a series	"A good citizen is kind, fair, and helpful." <i>Commas separate the three items in the list.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 28 of 30, and complete the (11)(D)(xxix) 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, Commas separate the three items in the list.

(11)(D)(xxix) · Commas in a Series · Sheet 28 of 30 · Cluster 6

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.



NOTICE
Monday

The items are kind, fair, and helpful, separated by commas.



CHOOSE
Tuesday

The second sentence is correct, with commas after ran and jumped.



SHOW
Wednesday

Sample: "Crash learned about teamwork, respect, and friendship." Commas are added between the items.



OWN
Thursday

Sample: "A teammate shares, listens, and cheers." Commas separate the three actions.



DEFEND
Friday

Commas go between the items in a list of three or more so they do not run together.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⌚ ~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct:
Foundational, The items are kind, fair, and helpful, separated by commas.
Emergent, The second sentence is correct, with commas after ran and jumped.
Visible, Sample: "Crash learned about teamwork, respect, and friendship."
Commas are added between the items. Independent, Sample: "A teammate shares, listens, and cheers." Commas separate the three actions. Reflective, Commas go between the items in a list of three or more so they do not run together.

ANSWER KEY: The items are kind, fair, and helpful, separated by commas. · The second sentence is correct, with commas after ran and jumped. · Sample: "Crash learned about teamwork, respect, and friendship." Commas are added between the items. · Sample: "A teammate shares, listens, and cheers." Commas separate the three actions. · Commas go between the items in a list of three or more so they do not run together.

(11)(D)(xxix) · Commas in a Series · Sheet 28 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The team showed speed courage and heart all season.

What change should be made in sentence 1?

- A Insert commas after speed and courage
- B Change showed to shows
- C Change team to teams
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The team showed speed courage and heart all season. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxix) · Commas in a Series · Sheet 28 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Insert commas after speed and courage

WHY THIS IS CORRECT

The sentence lists three things, so commas belong after speed and after courage to separate the series.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Showed is the correct past tense. Team is correct as one team. Commas are needed, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

⌚ ~2 min

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

“Here’s the payoff: the correct answer is A, Insert commas after speed and courage. The sentence lists three things, so commas belong after speed and after courage to separate the series.”

▶ *Walk through why the other choices are traps.*

“Showed is the correct past tense. Team is correct as one team. Commas are needed, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Insert commas after speed and courage

(11)(D)(xxix) · Commas in a Series · Sheet 28 of 30 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including apostrophes in contractions”

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **apostrophe** to make a **contraction**, two words shortened into one.

The apostrophe takes the place of the missing letters: do not becomes **don't**, it is becomes **it's**.

The apostrophe goes exactly where the letters were left out.

KEY IDEA

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

In a contraction, the apostrophe stands for the missing letters: can not = **can't**, we are = **we're**.

WHERE IT APPEARS: In a sentence about a big dream, a contraction shortens two words with an apostrophe.

This deck teaches **Apostrophes in Contractions** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Apostrophes in Contractions

🕒 ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is apostrophes in contractions, the standard says: ‘edit drafts using standard English conventions, including apostrophes in contractions.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: apostrophes in contractions, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Apostrophes in Contractions slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 29 of 30 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in contractions"

Find the contraction.

Read the sentence. Find the two words joined with an apostrophe.

"Dr. King believed the world couldn't stay the same."

I CAN I can find a contraction in a sentence.

The Writing Academy®, LLC



Grade 3 • Cluster 7 • Editing Part Two • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the contraction. Read the sentence. Find the two words joined with an apostrophe."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Dr. King believed the world couldn't stay the same.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The contraction is couldn't; the apostrophe stands for the missing letters of could not.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 29 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The contraction is couldn't; the apostrophe stands for the missing letters of could not.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "apostrophes in contractions" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when apostrophes in contractions is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in contractions"

Choose the correct contraction.

Two spellings are offered. Choose the one with the apostrophe in the right place.

"(dont / don't) give up on a dream."

I CAN I can choose the correctly written contraction.

The Writing Academy®, LLC



Grade 3 • Cluster 7 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one with the apostrophe in the right place."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(dont / don't) give up on a dream.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "don't" is correct; the apostrophe replaces the o in do not.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 29 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "don't" is correct; the apostrophe replaces the o in do not.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in contractions"

Fix the contraction.

The apostrophe is missing or misplaced. Fix it.

"A dream wont grow without work."

I CAN I can edit a contraction so the apostrophe is correct.

The Writing Academy®, LLC



Grade 3 • Cluster 7 • Editing Part Two • 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. The apostrophe is missing or misplaced. Fix it."

"Read this with me: 'A dream wont grow without work.'"

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

ANSWER KEY: Sample: "A dream won't grow without work." Wont becomes won't with the apostrophe.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 29 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "A dream won't grow without work." Wont becomes won't with the apostrophe.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in contractions"

Write a sentence with a contraction.

Write one sentence about a dream or a hope using a contraction.

I CAN I can write a complete sentence with a contraction.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a dream or a hope using a contraction."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We can't wait to make the world kinder." Can't shortens can not with an apostrophe.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 29 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "We can't wait to make the world kinder." Can't shortens can not with an apostrophe.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in contractions"

Explain the apostrophe.

Tell what the apostrophe stands for in your contraction.

I CAN I can explain what the apostrophe replaces in a contraction.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The apostrophe takes the place of the letters left out, so it marks where they were removed.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 29 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The apostrophe takes the place of the letters left out, so it marks where they were removed.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **apostrophes in contractions** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvi) edit drafts using standard English conventions, including apostrophes in contractions	“Dr. King believed the world couldn’t stay the same.” <i>The apostrophe in couldn’t stands for the missing letters of could not.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 29 of 30, and complete the (11)(D)(xxvi) 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, The apostrophe in couldn’t stands for the missing letters of could not.

(11)(D)(xxvi) · Apostrophes in Contractions · Sheet 29 of 30 · Cluster 7

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.



NOTICE
Monday

The contraction is couldn't; the apostrophe stands for the missing letters of could not.



CHOOSE
Tuesday

"don't" is correct; the apostrophe replaces the o in do not.



SHOW
Wednesday

Sample: "A dream won't grow without work." Wont becomes won't with the apostrophe.



OWN
Thursday

Sample: "We can't wait to make the world kinder." Can't shortens can not with an apostrophe.



DEFEND
Friday

The apostrophe takes the place of the letters left out, so it marks where they were removed.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The contraction is couldn't; the apostrophe stands for the missing letters of could not. Emergent, "don't" is correct; the apostrophe replaces the o in do not. Visible, Sample: "A dream won't grow without work." Wont becomes won't with the apostrophe. Independent, Sample: "We can't wait to make the world kinder." Can't shortens can not with an apostrophe. Reflective, The apostrophe takes the place of the letters left out, so it marks where they were removed.

ANSWER KEY: The contraction is couldn't; the apostrophe stands for the missing letters of could not. · "don't" is correct; the apostrophe replaces the o in do not. · Sample: "A dream won't grow without work." Wont becomes won't with the apostrophe. · Sample: "We can't wait to make the world kinder." Can't shortens can not with an apostrophe. · The apostrophe takes the place of the letters left out, so it marks where they were removed.

(11)(D)(xxvi) · Apostrophes in Contractions · Sheet 29 of 30 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Dr. King knew change wouldnt come without courage.

What change should be made in sentence 1?

- A Change wouldnt to wouldn't
- B Change knew to knowed
- C Change change to changes
- D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: Dr. King knew change wouldnt come without courage. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxvi) • Apostrophes in Contractions · Sheet 29 of 30 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change wouldnt to wouldn't

WHY THIS IS CORRECT

The contraction of would not needs an apostrophe for the missing letters, so wouldnt should be wouldn't.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Knew is the correct past tense of know. Change is correct as one word here. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A, Change wouldnt to wouldn't. The contraction of would not needs an apostrophe for the missing letters, so wouldnt should be wouldn't.”

▶ Walk through why the other choices are traps.

“Knew is the correct past tense of know. Change is correct as one word here. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change wouldnt to wouldn't

(11)(D)(xxvi) • Apostrophes in Contractions · Sheet 29 of 30 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including apostrophes in possessives”

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **apostrophe** to show that a noun **owns** something.
For one owner, add **'s**: the **dreamer's** hope, Dr. **King's** words.
The apostrophe plus s tells the reader who the thing belongs to.

KEY IDEA

An apostrophe is a **convention**, so it wears no weather symbol.
To show one owner, add **'s** to the noun: the leader's dream, a child's future.

WHERE IT APPEARS: In a sentence about a leader's dream, an apostrophe shows who it belongs to.

This deck teaches **Apostrophes in Possessives** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Apostrophes in Possessives

⌚ ~2 min

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

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ *Let students share a moment, then bring their attention to the board.*

“This week, our editing focus is apostrophes in possessives, the standard says: ‘edit drafts using standard English conventions, including apostrophes in possessives.’”

▶ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

“We’ll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you’ll be able to defend your own thinking.”

NOTE: This week: apostrophes in possessives, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Apostrophes in Possessives slide deck • student Editing Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in possessives"

Find the possessive noun.

Read the sentence. Find the noun that shows ownership with an apostrophe.

"Dr. King's dream still inspires people today."

I CAN I can find a possessive noun in a sentence.



TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

🕒 ~2 min

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

"Let's warm up our editing eyes. Find the possessive noun. Read the sentence. Find the noun that shows ownership with an apostrophe."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'Dr. King's dream still inspires people today.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The possessive noun is King's; the apostrophe plus s shows the dream belongs to Dr. King.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 30 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The possessive noun is King's; the apostrophe plus s shows the dream belongs to Dr. King.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "apostrophes in possessives" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when apostrophes in possessives is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

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

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in possessives"

Choose the correct possessive.

Two spellings are offered. Choose the one that shows ownership correctly.

"The (childs / child's) future matters."

I CAN I can choose the correctly written possessive.

The Writing Academy®, LLC

Grade 3 • Cluster 7 • Editing Part Two • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that shows ownership correctly."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The (childs / child's) future matters.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "child's" is correct; the apostrophe plus s shows the future belongs to the child.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 30 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "child's" is correct; the apostrophe plus s shows the future belongs to the child.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

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

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in possessives"

Fix the possessive.

The apostrophe is missing. Add it to show ownership.

"The dreamers hope grew stronger."

I CAN I can edit a noun to show ownership with an apostrophe.

The Writing Academy®, LLC



Grade 3 • Cluster 7 • Editing Part Two • 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. The apostrophe is missing. Add it to show ownership."

"Read this with me: 'The dreamers hope grew stronger.'"

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

ANSWER KEY: Sample: "The dreamer's hope grew stronger." Dreamers becomes dreamer's to show ownership.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 30 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The dreamer's hope grew stronger." Dreamers becomes dreamer's to show ownership.

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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in possessives"

Write a sentence with a possessive.

Write one sentence about a leader or a dream using a possessive noun.

I CAN I can write a complete sentence with a possessive noun.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

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

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a leader or a dream using a possessive noun."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The leader's words gave people courage." The apostrophe plus s shows the words belong to the leader.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 30 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The leader's words gave people courage." The apostrophe plus s shows the words belong to the leader.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

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

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including apostrophes in possessives"

Explain the apostrophe.

Tell why the apostrophe belongs where you put it.

I CAN I can explain how the apostrophe shows ownership.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

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

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

“”

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The apostrophe plus s shows who owns the thing, so it marks the owner of the dream.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 30 of 30 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The apostrophe plus s shows who owns the thing, so it marks the owner of the dream.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

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

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **apostrophes in possessives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvii) edit drafts using standard English conventions, including apostrophes in possessives	“Dr. King’s dream still inspires people today.” <i>The apostrophe plus s shows the dream belongs to Dr. King.</i>
MY OWN EXAMPLE: <i>Write your own example here.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 30 of 30, and complete the (11)(D)(xxvii) 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, The apostrophe plus s shows the dream belongs to Dr. King.

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 30 of 30 · Cluster 7

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.



NOTICE

Monday

The possessive noun is King's; the apostrophe plus s shows the dream belongs to Dr. King.



CHOOSE

Tuesday

"child's" is correct; the apostrophe plus s shows the future belongs to the child.



SHOW

Wednesday

Sample: "The dreamer's hope grew stronger." Dreamers becomes dreamer's to show ownership.



OWN

Thursday

Sample: "The leader's words gave people courage." The apostrophe plus s shows the words belong to the leader.



DEFEND

Friday

The apostrophe plus s shows who owns the thing, so it marks the owner of the dream.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

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

"Let's see how far our thinking traveled this week."

▶ Walk through the answers together and have students self-check and correct: Foundational, The possessive noun is King's; the apostrophe plus s shows the dream belongs to Dr. King. Emergent, "child's" is correct; the apostrophe plus s shows the future belongs to the child. Visible, Sample: "The dreamer's hope grew stronger." Dreamers becomes dreamer's to show ownership. Independent, Sample: "The leader's words gave people courage." The apostrophe plus s shows the words belong to the leader. Reflective, The apostrophe plus s shows who owns the thing, so it marks the owner of the dream.

ANSWER KEY: The possessive noun is King's; the apostrophe plus s shows the dream belongs to Dr. King. · "child's" is correct; the apostrophe plus s shows the future belongs to the child. · Sample: "The dreamer's hope grew stronger." Dreamers becomes dreamer's to show ownership. · Sample: "The leader's words gave people courage." The apostrophe plus s shows the words belong to the leader. · The apostrophe plus s shows who owns the thing, so it marks the owner of the dream.

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 30 of 30 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

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

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The whole nation heard the leaders powerful words.

What change should be made in sentence 1?

A Change leaders to leader's

B Change nation to nations

C Change heard to hears

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The whole nation heard the leaders powerful words. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 30 of 30 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change leaders to leader's

WHY THIS IS CORRECT

The words belong to the leader, so an apostrophe plus s is needed to make leaders show ownership as leader's.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Nation is correct as one nation. Heard is the correct past tense. There is a change to make, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

🕒 ~2 min

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

“Here’s the payoff: the correct answer is A, Change leaders to leader's. The words belong to the leader, so an apostrophe plus s is needed to make leaders show ownership as leader's.”

▶ *Walk through why the other choices are traps.*

“Nation is correct as one nation. Heard is the correct past tense. There is a change to make, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change leaders to leader's

(11)(D)(xxvii) • Apostrophes in Possessives · Sheet 30 of 30 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own test-style sentence with one error for a partner to fix.