

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I fix my writing, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **Emsy writes** — not *Emsy write*.
 A complete simple sentence has a subject (who or what) and a verb (the action).

SENTENCE WEATHER



Subject (SUN)



Verb (RAINDROP)

The SUN and the RAINDROP must agree.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — “Emsy knelt beside the display case.”

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~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 subject-verb agreement — the standard says: ‘edit drafts using standard English conventions, including complete simple 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.”

ANSWER KEY: Week focus: subject-verb agreement — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement 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 complete simple sentences with subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"Emsy pulled out her notebook."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 3 • PREPARE • Editing • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

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

"Read this with me: 'Emsy pulled out her notebook.'"

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

ANSWER KEY: Subject = Emsy; Verb = pulled.

(11)(D)(i) • Subject-Verb Agreement • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Subject = Emsy; Verb = pulled.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement 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 complete simple sentences with subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb that matches the singular subject.

The shell (come / comes) from the coast.

I CAN I can choose a verb that agrees with the subject, with support.

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Grade 3 • PREPARE • Editing • 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. With support, choose the verb that matches the singular subject."

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

"Read this with me: The shell (come / comes) from the coast."

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

ANSWER KEY: comes (the singular subject "shell" takes "comes").

(11)(D)(i) • Subject-Verb Agreement • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — comes (the singular subject "shell" takes "comes").

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 complete simple sentences with subject-verb agreement"

Show your thinking.

Underline the subject once and the verb twice. Tell how you know they agree.

"People at Poverty Point traveled along rivers."

I CAN I can show that a subject and verb agree.



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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the subject once and the verb twice. Tell how you know they agree."

"Read this with me: 'People at Poverty Point traveled along rivers.'"

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

ANSWER KEY: People (subject) is plural, so it takes traveled — they agree.

(11)(D)(i) • Subject-Verb Agreement • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — People (subject) is plural, so it takes traveled — they agree.

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 complete simple sentences with subject-verb agreement"

Edit on your own.

Find and fix the agreement mistake — no word bank.

"Emsy write one last question." → writes

I CAN I can edit for subject-verb agreement myself.



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: 'Emsy write one last question.' → writes Find and fix the agreement mistake — no word bank."

▶ 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: writes ("Emsy writes," not "Emsy write").

(11)(D)(i) • Subject-Verb Agreement • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — writes ("Emsy writes," not "Emsy write").

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 complete simple sentences with subject-verb agreement"

Evaluate and transfer.

Defend your fix, then write your own complete simple sentence with matching subject and verb.

Explain why "Emsy writes" is correct. Then write your own sentence about the shell with a subject and a matching verb.

I CAN I can evaluate agreement and transfer it to my own writing.



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."

"Explain why 'Emsy writes' is correct. Then write your own sentence about the shell with a subject and a matching verb."

▶ *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: "Emsy" is one person (singular), so the verb must be singular: "writes." Example: "The map shows large rivers."

(11)(D)(i) • Subject-Verb Agreement • Sheet 1 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Emsy" is one person (singular), so the verb must be singular: "writes." Example: "The map shows large rivers."

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 **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	"Emsy knelt beside the display case at the museum." <i>Emsy (singular subject) matches knelt (the verb).</i>
MY OWN EXAMPLE: <i>Write your own complete simple sentence about the story. Make sure the subject and verb agree.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 1 of 36 — and complete the (11)(D)(i) 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 — Emsy (singular subject) matches knelt (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare

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

Subject = Emsy; Verb = pulled.



CHOOSE
Tuesday

comes (the singular subject “shell” takes “comes”).



SHOW
Wednesday

People (subject) is plural, so it takes traveled — they agree.



OWN
Thursday

writes (“Emsy writes,” not “Emsy write”).



DEFEND
Friday

“Emsy” is one person (singular), so the verb must be singular: “writes.” Example: “The map shows large rivers.”

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 — Subject = Emsy; Verb = pulled. Emergent — comes (the singular subject “shell” takes “comes”). Visible — People (subject) is plural, so it takes traveled — they agree. Independent — writes (“Emsy writes,” not “Emsy write”). Reflective — “Emsy” is one person (singular), so the verb must be singular: “writes.” Example: “The map shows large rivers.”

ANSWER KEY: Subject = Emsy; Verb = pulled. · comes (the singular subject “shell” takes “comes”). · People (subject) is plural, so it takes traveled — they agree. · writes (“Emsy writes,” not “Emsy write”). · “Emsy” is one person (singular), so the verb must be singular: “writes.” Example: “The map shows large rivers.”

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare

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.

(4) Emsy write in her notebook about the shell.

What change should be made in sentence 4?

- A Change Emsy to emsy
- B Change write to writes
- C Change notebook to Notebook
- D No change is needed.

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: Emsy write in her notebook about the shell. Now, what change should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare

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 write to writes

WHY THIS IS CORRECT

The subject Emsy names one person (singular), so the verb must be singular: “Emsy writes,” not “Emsy write.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

A and C change words to the wrong capital letters (Emsy is a name and stays capitalized; notebook is a common noun and stays lowercase). D is wrong because the subject and verb do not agree yet.

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 write to writes. The subject Emsy names one person (singular), so the verb must be singular: “Emsy writes,” not “Emsy write.””

▶ Walk through why the other choices are traps.

“A and C change words to the wrong capital letters (Emsy is a name and stays capitalized; notebook is a common noun and stays lowercase). D is wrong because the subject and verb do not agree yet.”

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

ANSWER KEY: B — Change write to writes

(11)(D)(i) • Subject-Verb Agreement · Sheet 1 of 36 · Prepare

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 fix my writing, I use **singular nouns** correctly — a singular noun names **just one** person, place, or thing.

One shell, one map, one museum — each names only one.

SENTENCE WEATHER



Noun (SUN)

A singular noun is ONE sun — one person, place, or thing.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — “Inside rested a smooth white **shell**.”

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.”

ANSWER KEY: Week focus: singular nouns — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular 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 singular nouns"

Which word names just one?

Point to the singular noun. Mark it with a sun.

"Emsy pulled out her notebook."

I CAN I recognize a singular noun.

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Grade 3 • PREPARE • Editing • 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. Which word names just one?
Point to the singular noun. Mark it with a sun."**

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

"Read this with me: 'Emsy pulled out her notebook.'"

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

ANSWER KEY: notebook (it names one thing).

(11)(D)(vi) • Singular Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — notebook (it names one thing).

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 singular noun.

With support, choose the word that names only one.

rivers / map / quietly

I CAN I can choose a singular noun with support.

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Grade 3 • PREPARE • Editing • 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. With support, choose the word that names only one."

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

"Read this with me: rivers / map / quietly"

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

ANSWER KEY: map.

(11)(D)(vi) • Singular Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — map.

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"

Show your thinking.

Mark the singular noun with a sun and tell how you know it names one.

"The label said the shell had been found far from the ocean."

I CAN I can show why a noun is singular.

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Grade 3 • PREPARE • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Mark the singular noun with a sun and tell how you know it names one."

"Read this with me: 'The label said the shell had been found far from the ocean.'"

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

ANSWER KEY: label names one thing, so it is a singular noun (one sun).

(11)(D)(vi) • Singular Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — label names one thing, so it is a singular noun (one sun).

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"

Edit on your own.

Fix the noun so it names just one (the sentence talks about one).

"Emsy held one shells in her hand." → shell

I CAN I can edit singular nouns myself.



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: 'Emsy held one shells in her hand.' → shell Fix the noun so it names just one (the sentence talks about one)."

▶ 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: shell ("one shell," not "one shells").

(11)(D)(vi) • Singular Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — shell ("one shell," not "one shells").

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"

Evaluate and transfer.

Defend your choice, then write a sentence using a singular noun.

Explain why "shell" names only one. Then write your own sentence with a singular noun from the story.

I CAN I can evaluate and transfer singular-noun editing.



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."

"Explain why 'shell' names only one. Then write your own sentence with a singular noun from the story."

▶ *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: "shell" names only one, so it is singular. Example: "Emsy traced the distance with her finger."

(11)(D)(vi) • Singular Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "shell" names only one, so it is singular. Example: "Emsy traced the distance with her finger."

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	"Inside rested a smooth white shell ." <i>shell names just one thing (a singular noun).</i>
MY OWN EXAMPLE: <i>Write your own sentence that uses a singular noun. Mark the singular noun with a sun.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 2 of 36 — 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 — shell names just one thing (a singular noun).

(11)(D)(vi) · Singular Nouns · Sheet 2 of 36 · Prepare

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

notebook (it names one thing).



CHOOSE
Tuesday

map.



SHOW
Wednesday

label names one thing, so it is a singular noun (one sun).



OWN
Thursday

shell ("one shell," not "one shells").



DEFEND
Friday

"shell" names only one, so it is singular. Example: "Emsy traced the distance with her finger."

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 — notebook (it names one thing). Emergent — map. Visible — label names one thing, so it is a singular noun (one sun). Independent — shell ("one shell," not "one shells"). Reflective — "shell" names only one, so it is singular. Example: "Emsy traced the distance with her finger."

ANSWER KEY: notebook (it names one thing). · map. · label names one thing, so it is a singular noun (one sun). · shell ("one shell," not "one shells"). · "shell" names only one, so it is singular. Example: "Emsy traced the distance with her finger."

(11)(D)(vi) · Singular Nouns · Sheet 2 of 36 · Prepare

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.

(2) Emsy held one shells in her hand.

What change should be made in sentence 2?

- A Change held to holded
- B Change one to won
- C Change shells to shell
- D No change is needed.

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: Emsy held one shells in her hand. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(vi) · Singular Nouns · Sheet 2 of 36 · Prepare

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 shells to shell

WHY THIS IS CORRECT

The word “one” tells us the noun names only one thing, so it must be singular: shell, not shells.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

A makes “holded,” which is not a real word. B changes “one” to a homophone (won) that does not fit. D is wrong because “one shells” does not match.

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 shells to shell. The word “one” tells us the noun names only one thing, so it must be singular: shell, not shells.”

▶ Walk through why the other choices are traps.

“A makes “holded,” which is not a real word. B changes “one” to a homophone (won) that does not fit. D is wrong because “one shells” does not match.”

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

ANSWER KEY: C — Change shells to shell

(11)(D)(vi) · Singular Nouns · Sheet 2 of 36 · Prepare

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 fix my writing, I use **common nouns** correctly — a common noun names **any** person, place, or thing, not a special name.

A common noun is not capitalized unless it begins the sentence (**museum, shell, map**).

SENTENCE WEATHER



Noun (SUN)

A common noun (SUN) names any person, place, or thing.

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — “Emsy knelt beside the display **case** at the **museum**.”

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.”

ANSWER KEY: Week focus: 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"

Which words are common nouns?

Point to the common nouns. Mark each with a sun.

"Inside rested a smooth white shell."

I CAN I recognize a common noun.

The Writing Academy®, LLC



Grade 3 • PREPARE • Editing • 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. Which words are common nouns? Point to the common nouns. Mark each with a sun."

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

"Read this with me: 'Inside rested a smooth white shell.'"

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

ANSWER KEY: shell (also case, museum — words that name a thing).

(11)(D)(viii) • Common Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — shell (also case, museum — words that name a thing).

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.

With support, choose the word that names any person, place, or thing.

Emsy / museum / quietly

I CAN I can choose a common noun with support.

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Grade 3 • PREPARE • Editing • 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. With support, choose the word that names any person, place, or thing."

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

"Read this with me: Emsy / museum / quietly"

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

ANSWER KEY: museum.

(11)(D)(viii) • Common Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — museum.

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"

Show your thinking.

Mark the common noun with a sun and tell how you know it is not a special name.

"The label said the shell had been found far from the ocean."

I CAN I can show why a word is a common noun.

The Writing Academy®, LLC



Grade 3 • PREPARE • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Mark the common noun with a sun and tell how you know it is not a special name."

"Read this with me: 'The label said the shell had been found far from the ocean.'"

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

ANSWER KEY: label names a general thing, not a special name, so it is a common noun.

(11)(D)(viii) • Common Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — label names a general thing, not a special name, so it is a common noun.

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"

Edit on your own.

Fix the noun that should be a common noun (it is not a special name).

"She looked at the Shell in the case." → shell

I CAN I can edit common nouns myself.



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: 'She looked at the Shell in the case.' → shell Fix the noun that should be a common noun (it is not a special 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: shell (lowercase — it is not a special name).

(11)(D)(viii) • Common Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — shell (lowercase — it is not a special 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 common nouns"

Evaluate and transfer.

Defend your choice, then use a common noun in your own sentence.

Explain why "museum" is a common noun. Then write your own sentence using a common noun from the story.

I CAN I can evaluate and transfer common-noun editing.



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."

"Explain why 'museum' is a common noun. Then write your own sentence using a common noun from the story."

▶ *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: "museum" names any place like it, not one special name, so it is a common noun. Example: "The map showed large rivers."

(11)(D)(viii) • Common Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "museum" names any place like it, not one special name, so it is a common noun. Example: "The map showed large rivers."

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	"Emsy knelt beside the display case at the museum ." <i>case and museum name general things (common nouns).</i>
MY OWN EXAMPLE: <i>Write your own sentence that uses at least two common nouns. Mark each with a sun.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 3 of 36 — 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 — case and museum name general things (common nouns).

(11)(D)(viii) · Common Nouns · Sheet 3 of 36 · Prepare

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

shell (also case, museum — words that name a thing).



CHOOSE
Tuesday

museum.



SHOW
Wednesday

label names a general thing, not a special name, so it is a common noun.



OWN
Thursday

shell (lowercase — it is not a special name).



DEFEND
Friday

“museum” names any place like it, not one special name, so it is a common noun. Example: “The map showed large rivers.”

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 — shell (also case, museum — words that name a thing). *Emergent* — museum.
Visible — label names a general thing, not a special name, so it is a common noun.
Independent — shell (lowercase — it is not a special name).
Reflective — “museum” names any place like it, not one special name, so it is a common noun. Example: “The map showed large rivers.”

ANSWER KEY: shell (also case, museum — words that name a thing). · museum. · label names a general thing, not a special name, so it is a common noun. · shell (lowercase — it is not a special name). · “museum” names any place like it, not one special name, so it is a common noun. Example: “The map showed large rivers.”

(11)(D)(viii) · Common Nouns · Sheet 3 of 36 · Prepare

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.

(3) Emsy looked at the Shell in the display case.

What change should be made in sentence 3?

- A Change Shell to shell
- B Change looked to looks
- C Change display to Display
- D No change is needed.

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: Emsy looked at the Shell in the display case. Now, what change should be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(viii) · Common Nouns · Sheet 3 of 36 · Prepare

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 Shell to shell

WHY THIS IS CORRECT

Shell is a common noun — it names any shell, not a special name — so it is not capitalized in the middle of a sentence: shell.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B changes the verb tense for no reason. C wrongly capitalizes another common noun (display). D is wrong because “Shell” should be lowercase.

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 Shell to shell. Shell is a common noun — it names any shell, not a special name — so it is not capitalized in the middle of a sentence: shell.”

▶ Walk through why the other choices are traps.

“B changes the verb tense for no reason. C wrongly capitalizes another common noun (display). D is wrong because “Shell” should be lowercase.”

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

ANSWER KEY: A — Change Shell to shell

(11)(D)(viii) · Common Nouns · Sheet 3 of 36 · Prepare

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 high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I fix my writing, I **spell high-frequency words correctly** — the little words we read and write all the time (**would, here, there, said, found, people**). I know these words by heart, so I check them carefully.

KEY IDEA

KEY IDEA:

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

WHERE IT APPEARS: “The Mystery of the Traveling Shell” — “Why would a seashell be **here**?”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Spelling High-Frequency Words

⌚ ~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 high-frequency words — the standard says: ‘edit drafts using standard English conventions, including correct spelling of high-frequency words.’”

▶ *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.”

ANSWER KEY: Week focus: spelling high-frequency words — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling High-Frequency Words slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxxii) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which words do we see all the time?

Find the high-frequency words you already know by heart.

"The label said the shell had been found far from the ocean."

I CAN I recognize high-frequency words.



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. Which words do we see all the time? Find the high-frequency words you already know by heart."

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

"Read this with me: 'The label said the shell had been found far from the ocean.'"

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

ANSWER KEY: said, found (words we read and write often).

(11)(D)(xxxii) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — said, found (words we read and write often).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words 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 high-frequency words"

Choose the correct spelling.

With support (or a word wall), choose the correct spelling.

(would / wud) a seashell be here?

I CAN I can choose the correct spelling with support.

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Grade 3 • PREPARE • Editing • 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. With support (or a word wall), choose the correct spelling."

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

"Read this with me: (would / wud) a seashell be here?"

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

ANSWER KEY: would.

(11)(D)(xxxii) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — would.

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 high-frequency words"

Show your thinking.

Circle the high-frequency word and tell how you check its spelling.

"People at Poverty Point traveled along rivers."

I CAN I can show how I spell a high-frequency word correctly.



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. Circle the high-frequency word and tell how you check its spelling."

"Read this with me: 'People at Poverty Point traveled along rivers.'"

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

ANSWER KEY: "People" is a word I see often; I spell it p-e-o-p-l-e from memory and check it.

(11)(D)(xxxii) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — "People" is a word I see often; I spell it p-e-o-p-l-e from memory and check it.

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 high-frequency words"

Edit on your own.

Find and fix the misspelled high-frequency word — no word wall.

"Why wud a seashell be here?" → would

I CAN I can edit high-frequency spelling myself.



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: 'Why wud a seashell be here?' → would Find and fix the misspelled high-frequency word — no word wall."

▶ 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: would (not "wud").

(11)(D)(xxxii) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — would (not "wud").

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 high-frequency words"

Evaluate and transfer.

Defend your fix, then write a sentence using two high-frequency words spelled correctly.

Explain how you know "would" is correct. Then write your own sentence using words like there, said, or found.

I CAN I can evaluate spelling and transfer it to my own writing.



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."

"Explain how you know 'would' is correct. Then write your own sentence using words like there, said, or found."

▶ *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: "would" is a high-frequency word I know by heart, so I spell it correctly every time. Example: "The shell had been found far from here."

(11)(D)(xxxii) • Spelling High-Frequency Words • Sheet 4 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "would" is a high-frequency word I know by heart, so I spell it correctly every time. Example: "The shell had been found far from here."

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 **high-frequency spelling** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxii) edit drafts using standard English conventions, including correct spelling of high-frequency words	“Why would a seashell be here ?” <i>would and here are high-frequency words spelled correctly.</i>
MY OWN EXAMPLE: <i>Write your own sentence using two high-frequency words. Check each spelling carefully.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 4 of 36 — and complete the (11)(D)(xxxii) 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 — would and here are high-frequency words spelled correctly.

(11)(D)(xxxii) · Spelling High-Frequency Words · Sheet 4 of 36 · Prepare

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

said, found (words we read and write often).



CHOOSE
Tuesday

would.



SHOW
Wednesday

“People” is a word I see often; I spell it p-e-o-p-l-e from memory and check it.



OWN
Thursday

would (not “wud”).



DEFEND
Friday

“would” is a high-frequency word I know by heart, so I spell it correctly every time. Example: “The shell had been found far from here.”

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 — said, found (words we read and write often). Emergent — would.
Visible — “People” is a word I see often; I spell it p-e-o-p-l-e from memory and check it.
Independent — would (not “wud”). Reflective — “would” is a high-frequency word I know by heart, so I spell it correctly every time. Example: “The shell had been found far from here.”

ANSWER KEY: said, found (words we read and write often). · would. · “People” is a word I see often; I spell it p-e-o-p-l-e from memory and check it. · would (not “wud”). · “would” is a high-frequency word I know by heart, so I spell it correctly every time. Example: “The shell had been found far from here.”

(11)(D)(xxxii) · Spelling High-Frequency Words · Sheet 4 of 36 · Prepare

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) Why wud a seashell be here at the museum?

What change should be made in sentence 1?

- A Change wud to would
- B Change here to hear
- C Change museum to Museum
- D No change is needed.

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: Why wud a seashell be here at the museum? 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.

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxxii) · Spelling High-Frequency Words · Sheet 4 of 36 · Prepare

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 wud to would

WHY THIS IS CORRECT

“wud” is a misspelling of the high-frequency word would (w-o-u-l-d).

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B changes “here” to the homophone “hear” (to listen), which is the wrong meaning. C wrongly capitalizes a common noun. D is wrong because “wud” is misspelled.

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 wud to would. “wud” is a misspelling of the high-frequency word would (w-o-u-l-d).”

▶ Walk through why the other choices are traps.

“B changes “here” to the homophone “hear” (to listen), which is the wrong meaning. C wrongly capitalizes a common noun. D is wrong because “wud” is misspelled.”

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

ANSWER KEY: A — Change wud to would

(11)(D)(xxxii) · Spelling High-Frequency Words · Sheet 4 of 36 · Prepare

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 present verb tense”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I check that my verbs are in the right tense.

Present tense tells what is happening **now**: sail, sails; land, lands.

When a sentence talks about now, the verb must be in the present tense.

SENTENCE WEATHER



Verb (RAINDROP)

Present tense = the action happens now (blue raindrop).

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — “Today, visitors **walk** the same shore.”

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 present verb 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.”

ANSWER KEY: Week focus: 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.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which word is the verb?

Read the sentence. Find the verb — the action word.

"The Pilgrims sail toward a new home."

I CAN I recognize the verb in a sentence.

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Editing • 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. Which word is the verb? Read the sentence. Find the verb — the action word."

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

"Read this with me: 'The Pilgrims sail toward a new home.'"

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

ANSWER KEY: The verb is sail (the action the Pilgrims do).

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The verb is sail (the action the Pilgrims do).

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 present verb tense"

Choose the present-tense verb.

With support, choose the verb that shows the action happening now.

Every fall, the town (celebrated / celebrates) the harvest.

I CAN I can choose a present-tense verb, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 1 • Editing • 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. With support, choose the verb that shows the action happening now."

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

"Read this with me: Every fall, the town (celebrated / celebrates) the harvest."

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

ANSWER KEY: celebrates (the town celebrates now — present tense).

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — celebrates (the town celebrates now — present tense).

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 present verb tense"

Show your thinking.

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

"Now, guides explain the Pilgrims' journey."

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

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Editing • Wednesday

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

🕒 ~4 min

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Find and improve the sentence so the verb is present tense — no word bank.

"Today, visitors walked the shoreline."

I CAN I can edit for present-tense verbs myself.



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: 'Today, visitors walked the shoreline.' Find and improve the sentence so the verb is present tense — no word bank."

▶ 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: walk ("visitors walk," not "walked," because Today signals now).

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — walk ("visitors walk," not "walked," because Today signals 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 present verb tense"

Evaluate and transfer.

Defend your change, then write your own present-tense sentence about the Pilgrims.

Explain why "visitors walk" is correct today. Then write your own sentence about Plymouth using a present-tense verb.

I CAN I can evaluate verb tense and use it in my writing.



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."

"Explain why 'visitors walk' is correct today. Then write your own sentence about Plymouth using a present- tense verb."

▶ *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: "Today, visitors walk" matches the present-time signal. Example: "Each spring, the museum opens its doors."

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Today, visitors walk" matches the present-time signal. Example: "Each spring, the museum opens its doors."

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 present verb tense	"Today, guides welcome visitors to Plymouth." <i>welcome shows the action happening now (present tense).</i>
MY OWN EXAMPLE: <i>Write your own sentence about Plymouth. Use a verb in the present tense.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 5 of 36 — 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 — welcome shows the action happening now (present tense).

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

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**
MondayThe verb is **sail** (the action the Pilgrims do).**CHOOSE**
Tuesday

celebrates (the town celebrates now — present tense).

**SHOW**
Wednesday**explain** is present tense; the word *Now* signals the action is happening today.**OWN**
Thursdaywalk ("visitors walk," not "walked," because *Today* signals now).**DEFEND**
Friday

"Today, visitors walk" matches the present-time signal. Example: "Each spring, the museum opens its doors."

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 *sail* (the action the Pilgrims do). *Emergent* — celebrates (the town celebrates now — present tense). *Visible* — explain is present tense; the word *Now* signals the action is happening today. *Independent* — walk ("visitors walk," not "walked," because *Today* signals now). *Reflective* — "Today, visitors walk" matches the present-time signal. Example: "Each spring, the museum opens its doors."

ANSWER KEY: The verb is *sail* (the action the Pilgrims do). · celebrates (the town celebrates now — present tense). · explain is present tense; the word *Now* signals the action is happening today. · walk ("visitors walk," not "walked," because *Today* signals now). · "Today, visitors walk" matches the present-time signal. Example: "Each spring, the museum opens its doors."

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

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.

(3) Today, visitors walked along the same shore the Pilgrims once saw.

What change should be made in sentence 3?

- A Change walked to walk
- B Change visitors to Visitors
- C Change shore to shoar
- D No change is needed.

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, visitors walked along the same shore the Pilgrims once saw. Now, what change should be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

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

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 walked to walk

WHY THIS IS CORRECT

The word *Today* signals present time, so the verb must be present tense: **walk**, not *walked*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B adds an unnecessary capital (*visitors* is a common noun). C misspells *shore*. D is wrong because the verb tense does not match *Today* yet.

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 walked to walk. The word *Today* signals present time, so the verb must be present tense: walk, not walked.”

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

“B adds an unnecessary capital (*visitors* is a common noun). C misspells *shore*. D is wrong because the verb tense does not match *Today* yet.”

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

ANSWER KEY: A — Change walked to walk

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

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 improve my writing, I check that nouns showing more than one are plural.
A **plural noun** names **more than one**: ship → ships, family → families.
Most nouns add **-s** or **-es**; a few change spelling.

SENTENCE WEATHER



Noun (SUN)

A plural noun = more than one SUN.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — “The families packed their **supplies**.”

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.”

ANSWER KEY: Week focus: 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 6 of 36 • Cluster 1



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which word is the noun?

Read the sentence. Find the noun — the person, place, or thing.

"The Pilgrims loaded the ships."

I CAN I recognize nouns in a sentence.

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Grade 3 • CLUSTER 1 • Editing • 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. Which word is the noun? Read the sentence. Find the noun — the person, place, or thing."

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

"Read this with me: 'The Pilgrims loaded the ships.'"

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

ANSWER KEY: The nouns are Pilgrims and ships.

(11)(D)(vii) • Plural Nouns • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The nouns are Pilgrims and ships.

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 plural noun.

With support, choose the noun form that names more than one.

They packed many (box / boxes) for the trip.

I CAN I can choose a plural noun, with support.

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Grade 3 • CLUSTER 1 • Editing • 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. With support, choose the noun form that names more than one."

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

"Read this with me: They packed many (box / boxes) for the trip."

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

ANSWER KEY: boxes (more than one box).

(11)(D)(vii) • Plural Nouns • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — boxes (more than one box).

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"

Show your thinking.

Circle the plural noun. Tell how you know it names more than one.

"The families carried their belongings."

I CAN I can show which nouns are plural.

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Circle the plural noun. Tell how you know it names more than one."

"Read this with me: 'The families carried their belongings.'"

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

ANSWER KEY: families and belongings both name more than one.

(11)(D)(vii) • Plural Nouns • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — families and belongings both name more than 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 plural nouns"

Edit on your own.

Find and improve the sentence so the plural noun is correct.

"The Pilgrims packed many box."

I CAN I can edit plural nouns myself.



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: 'The Pilgrims packed many box.' Find and improve the sentence so the plural noun is correct."

▶ 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: boxes ("many boxes," not "many box").

(11)(D)(vii) • Plural Nouns • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — boxes ("many boxes," not "many box").

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"

Evaluate and transfer.

Defend your change, then write your own sentence using a plural noun about the voyage.

Explain why "boxes" is correct. Then write a sentence about the Pilgrims that uses a plural noun.

I CAN I can evaluate plural nouns and use them in my writing.



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."

"Explain why 'boxes' is correct. Then write a sentence about the Pilgrims that uses a plural noun."

▶ *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: "many boxes" shows more than one. Example: "The sailors tied strong ropes to the mast."

(11)(D)(vii) • Plural Nouns • Sheet 6 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "many boxes" shows more than one. Example: "The sailors tied strong ropes to the mast."

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	"The Pilgrims filled the ship with barrels and tools ." <i>barrels and tools each name more than one (plural).</i>
MY OWN EXAMPLE: <i>Write your own sentence about the voyage. Use at least one plural noun.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 6 of 36 — 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 — barrels and tools each name more than one (plural).

(11)(D)(vii) · Plural Nouns · Sheet 6 of 36 · Cluster 1

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 nouns are **Pilgrims** and **ships**.



CHOOSE
Tuesday

boxes (more than one box).



SHOW
Wednesday

families and **belongings** both name more than one.



OWN
Thursday

boxes ("many boxes," not "many box").



DEFEND
Friday

"many boxes" shows more than one. Example: "The sailors tied strong ropes to the mast."

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 nouns are Pilgrims and ships. *Emergent* — boxes (more than one box). *Visible* — families and belongings both name more than one.
Independent — boxes ("many boxes," not "many box"). *Reflective* — "many boxes" shows more than one. Example: "The sailors tied strong ropes to the mast."

ANSWER KEY: The nouns are Pilgrims and ships. · boxes (more than one box). · families and belongings both name more than one. · boxes ("many boxes," not "many box"). · "many boxes" shows more than one. Example: "The sailors tied strong ropes to the mast."

(11)(D)(vii) · Plural Nouns · Sheet 6 of 36 · Cluster 1

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.

(2) The Pilgrims packed many box for the long voyage.

What change needs to be made in sentence 2?

A Change Pilgrims to Pilgrim

B Change box to boxes

C Change voyage to voyages

D No change is needed.

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 Pilgrims packed many box for the long voyage. Now, what change needs to be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(vii) · Plural Nouns · Sheet 6 of 36 · Cluster 1

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 box to boxes

WHY THIS IS CORRECT

Many means more than one, so the noun must be plural: **boxes**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

A wrongly makes a plural noun singular. C makes a singular noun plural for no reason. D is wrong because *box* should be *boxes*.

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 box to boxes. Many means more than one, so the noun must be plural: boxes.”

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

“A wrongly makes a plural noun singular. C makes a singular noun plural for no reason. D is wrong because box should be boxes.”

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

ANSWER KEY: B — Change box to boxes

(11)(D)(vii) · Plural Nouns · Sheet 6 of 36 · Cluster 1

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 improve my writing, I make sure **proper nouns** begin with a capital letter. A **proper noun** names one **specific** person, place, or thing: *Mayflower, Plymouth, William Bradford*.
A common noun (ship, town) stays lowercase; a proper noun is capitalized.

SENTENCE WEATHER



Noun (SUN)

A proper noun is a SUN with a capital — it names one special thing.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — “The Mayflower reached Plymouth.”

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.”

ANSWER KEY: Week focus: 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"

Which noun names something special?

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

"The ship Mayflower left England."

I CAN I recognize a proper noun.

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Grade 3 • CLUSTER 1 • Editing • 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. Which noun names something special? Read the sentence. Find the noun that names one specific person, place, or thing."

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

"Read this with me: 'The ship Mayflower left England.'"

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

ANSWER KEY: The proper noun is Mayflower (one specific ship).

(11)(D)(ix) • Proper Nouns • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The proper noun is Mayflower (one specific ship).

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 correct capital.

With support, choose the form that capitalizes the proper noun.

They sailed to (plymouth / Plymouth).

I CAN I can choose the capitalized proper noun, with support.

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Grade 3 • CLUSTER 1 • Editing • 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. With support, choose the form that capitalizes the proper noun."

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

"Read this with me: They sailed to (plymouth / Plymouth)."

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

ANSWER KEY: Plymouth (a specific place — it gets a capital).

(11)(D)(ix) • Proper Nouns • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Plymouth (a specific place — it gets 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"

Show your thinking.

Circle the proper noun. Tell why it needs a capital letter.

"William Bradford became the governor."

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

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Grade 3 • CLUSTER 1 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Circle the proper noun. Tell why it needs a capital letter."

"Read this with me: 'William Bradford became the governor.'"

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

ANSWER KEY: William Bradford names one specific person, so both words are capitalized.

(11)(D)(ix) • Proper Nouns • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — William Bradford names one specific person, so both words are capitalized.

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"

Edit on your own.

Find and improve the sentence so the proper noun is capitalized.

"The ship called the mayflower crossed the sea."

I CAN I can edit proper nouns myself.



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: 'The ship called the mayflower crossed the sea.'
Find and improve the sentence so the proper noun is capitalized."**

▶ 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: Mayflower ("the Mayflower," with a capital M).

(11)(D)(ix) • Proper Nouns • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task.
Expected: an answer that matches — Mayflower ("the Mayflower," with a capital M).

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"

Evaluate and transfer.

Defend your change, then write your own sentence using a proper noun from the story.

Explain why *Mayflower* needs a capital but *ship* does not. Then write your own sentence using a proper noun like Plymouth.

I CAN I can evaluate and use proper nouns 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."

"Explain why *Mayflower* needs a capital but *ship* does not. Then write your own sentence using a proper noun like Plymouth."

► *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: Mayflower names one special ship, so it is capitalized; ship is a common noun. Example: "The Pilgrims thanked the Wampanoag people."

(11)(D)(ix) • Proper Nouns • Sheet 7 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Mayflower names one special ship, so it is capitalized; ship is a common noun. Example: "The Pilgrims thanked the Wampanoag people."

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 Pilgrims named their new home Plymouth ." <i>Plymouth names one specific place, so it is capitalized.</i>
MY OWN EXAMPLE: <i>Write your own sentence that uses a proper noun from the story (like Mayflower or Plymouth).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 7 of 36 — 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 — Plymouth names one specific place, so it is capitalized.

(11)(D)(ix) · Proper Nouns · Sheet 7 of 36 · Cluster 1

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 **Mayflower** (one specific ship).



CHOOSE
Tuesday

Plymouth (a specific place — it gets a capital).



SHOW
Wednesday

William Bradford names one specific person, so both words are capitalized.



OWN
Thursday

Mayflower (“the Mayflower,” with a capital M).



DEFEND
Friday

Mayflower names one special ship, so it is capitalized; *ship* is a common noun. Example: “The Pilgrims thanked the Wampanoag people.”

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 *Mayflower* (one specific ship). *Emergent* — *Plymouth* (a specific place — it gets a capital). *Visible* — *William Bradford* names one specific person, so both words are capitalized. *Independent* — *Mayflower* (“the *Mayflower*,” with a capital M). *Reflective* — *Mayflower* names one special ship, so it is capitalized; *ship* is a common noun. Example: “The Pilgrims thanked the *Wampanoag* people.”

ANSWER KEY: The proper noun is *Mayflower* (one specific ship). · *Plymouth* (a specific place — it gets a capital). · *William Bradford* names one specific person, so both words are capitalized. · *Mayflower* (“the *Mayflower*,” with a capital M). · *Mayflower* names one special ship, so it is capitalized; *ship* is a common noun. Example: “The Pilgrims thanked the *Wampanoag* people.”

(11)(D)(ix) · Proper Nouns · Sheet 7 of 36 · Cluster 1

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.

(4) The ship called the mayflower crossed the wide ocean.

What change, if any, should be made in sentence 4?

- A Change ship to Ship
- B Change mayflower to Mayflower
- C Change ocean to Ocean
- D No change is needed.

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 ship called the mayflower crossed the wide ocean. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(ix) · Proper Nouns · Sheet 7 of 36 · Cluster 1

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 mayflower to Mayflower

WHY THIS IS CORRECT

Mayflower is the name of one specific ship — a proper noun — so it must begin with a capital letter.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

A and C wrongly capitalize common nouns (ship and ocean are not names). D is wrong because *mayflower* needs a capital.

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 mayflower to Mayflower. Mayflower is the name of one specific ship — a proper noun — so it must begin with a capital letter.”

▶ Walk through why the other choices are traps.

“A and C wrongly capitalize common nouns (ship and ocean are not names). D is wrong because mayflower needs a capital.”

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

ANSWER KEY: B — Change mayflower to Mayflower

(11)(D)(ix) · Proper Nouns · Sheet 7 of 36 · Cluster 1

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 improve my writing, I capitalize the names of specific places.

Geographic names — cities, states, rivers, oceans, and landmarks — begin with a capital letter: *Plymouth, Cape Cod, Atlantic Ocean*.

A general place word (town, river, ocean) stays lowercase unless it is part of a name.

KEY IDEA

KEY IDEA:

Capitalize the names of specific places — like Plymouth, Cape Cod, and the Atlantic Ocean.

WHERE IT APPEARS: “The Pilgrims Chose Plymouth” — “They landed at **Cape Cod**, then sailed to **Plymouth**.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Geographic 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 geographic 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.”

ANSWER KEY: Week focus: capitalizing geographic names — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Geographic Names 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 names"

Which words name a place?

Read the sentence. Find the words that name a specific place.

"The Pilgrims landed at Cape Cod."

I CAN I recognize a geographic name.

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Editing • 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. Which words name a place?
Read the sentence. Find the words that name a specific place."**

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

"Read this with me: 'The Pilgrims landed at Cape Cod.'"

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

ANSWER KEY: The place names are Cape Cod (and later Plymouth).

(11)(D)(xxiv) • Capitalizing Geographic Names • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The place names are Cape Cod (and later Plymouth).

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing geographic 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 correct capital.

With support, choose the form that capitalizes the place name.

They settled in (plymouth / Plymouth).

I CAN I can choose the capitalized place name, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 1 • Editing • 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. With support, choose the form that capitalizes the place name."

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

"Read this with me: They settled in (plymouth / Plymouth)."

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

ANSWER KEY: Plymouth (a specific place — capital P).

(11)(D)(xxiv) • Capitalizing Geographic Names • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Plymouth (a specific place — capital P).

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"

Show your thinking.

Underline the place name. Tell why it needs a capital.

"They crossed the Atlantic Ocean."

I CAN I can show why a geographic name is capitalized.

The Writing Academy®, LLC



Grade 3 • CLUSTER 1 • Editing • Wednesday

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

⌚ ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the place name. Tell why it needs a capital."

"Read this with me: 'They crossed the Atlantic Ocean.'"

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

ANSWER KEY: Atlantic Ocean names one specific ocean, so both words are capitalized.

(11)(D)(xxiv) • Capitalizing Geographic Names • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — Atlantic Ocean names one specific ocean, so both words are capitalized.

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"

Edit on your own.

Find and improve the sentence so the place name is capitalized.

"They sailed to cape cod."

I CAN I can edit geographic names myself.



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: 'They sailed to cape cod.' Find and improve the sentence so the place name is capitalized."

▶ 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: Cape Cod (both words capitalized).

(11)(D)(xxiv) • Capitalizing Geographic Names • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Cape Cod (both words 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 names"

Evaluate and transfer.

Defend your change, then write your own sentence that names a real place from the story.

Explain why *Plymouth* is capitalized but *town* is not. Then write your own sentence naming a place like Cape Cod.

I CAN I can capitalize geographic names in my own writing.



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."

"Explain why Plymouth is capitalized but town is not. Then write your own sentence naming a place like Cape Cod."

▶ *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: Plymouth and Cape Cod name specific places, so they are capitalized. Example: "The ship sailed past the coast of Massachusetts."

(11)(D)(xxiv) • Capitalizing Geographic Names • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Plymouth and Cape Cod name specific places, so they are capitalized. Example: "The ship sailed past the coast of Massachusetts."

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 **capitalize geographic 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 Pilgrims built their colony at Plymouth ." <i>Plymouth is the name of a specific place, so it is capitalized.</i>
MY OWN EXAMPLE: <i>Write your own sentence that names a real place (like Plymouth or Cape Cod) with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 8 of 36 — 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 — Plymouth is the name of a specific place, so it is capitalized.

(11)(D)(xxiv) · Capitalizing Geographic Names · Sheet 8 of 36 · Cluster 1

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 names are **Cape Cod** (and later **Plymouth**).



CHOOSE
Tuesday

Plymouth (a specific place — capital P).



SHOW
Wednesday

Atlantic Ocean names one specific ocean, so both words are capitalized.



OWN
Thursday

Cape Cod (both words capitalized).



DEFEND
Friday

Plymouth and *Cape Cod* name specific places, so they are capitalized. Example: “The ship sailed past the coast of Massachusetts.”

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 names are Cape Cod (and later Plymouth). *Emergent* — Plymouth (a specific place — capital P). *Visible* — Atlantic Ocean names one specific ocean, so both words are capitalized. *Independent* — Cape Cod (both words capitalized). *Reflective* — Plymouth and Cape Cod name specific places, so they are capitalized. Example: “The ship sailed past the coast of Massachusetts.”

ANSWER KEY: The place names are Cape Cod (and later Plymouth). · Plymouth (a specific place — capital P). · Atlantic Ocean names one specific ocean, so both words are capitalized. · Cape Cod (both words capitalized). · Plymouth and Cape Cod name specific places, so they are capitalized. Example: “The ship sailed past the coast of Massachusetts.”

(11)(D)(xxiv) · Capitalizing Geographic Names · Sheet 8 of 36 · Cluster 1

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 Pilgrims sailed across the atlantic ocean to find new land.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

A The Pilgrims sailed across the Atlantic Ocean to find new land.

B The Pilgrims sailed across the atlantic ocean to find new land.

C The pilgrims sailed across the Atlantic ocean to find new land.

D The Pilgrims sailed across the Atlantic Ocean to find new Land.

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 Pilgrims sailed across the atlantic ocean to find new land. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxiv) · Capitalizing Geographic Names · Sheet 8 of 36 · Cluster 1

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 The Pilgrims sailed across the Atlantic Ocean to find new land.

WHY THIS IS CORRECT

Atlantic Ocean is the name of a specific body of water — a geographic name — so both words are capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B leaves the geographic name lowercase. C wrongly lowercases *Pilgrims* and half-capitalizes the ocean. D wrongly capitalizes *Land*, a common noun.

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 — The Pilgrims sailed across the Atlantic Ocean to find new land. Atlantic Ocean is the name of a specific body of water — a geographic name — so both words are capitalized.”

▶ Walk through why the other choices are traps.

“B leaves the geographic name lowercase. C wrongly lowercases Pilgrims and half-capitalizes the ocean. D wrongly capitalizes Land, a common noun.”

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

ANSWER KEY: A — The Pilgrims sailed across the Atlantic Ocean to find new land.

(11)(D)(xxiv) · Capitalizing Geographic Names · Sheet 8 of 36 · Cluster 1

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 past verb tense”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I check that my verbs show the right time.

Past tense tells what already happened: walk → walked, ride → rode.

When a sentence tells about the past, the verb must be in the past tense.

SENTENCE WEATHER



Verb (RAINDROP)

Past tense = it already happened (red raindrop).

WHERE IT APPEARS: “Laura Ingalls Wilder” — “Long ago, Laura traveled west in a covered wagon.”

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 past verb 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.”

ANSWER KEY: Week focus: 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 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which word is the verb?

Read the sentence. Find the verb — the action word.

"The family packed the wagon."

I CAN I recognize the verb in a sentence.

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Grade 3 • CLUSTER 2 • Editing • 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. Which word is the verb? Read the sentence. Find the verb — the action word."

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

"Read this with me: 'The family packed the wagon.'"

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

ANSWER KEY: The verb is packed (what the family did).

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 36 • 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 packed (what the family did).

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 past verb tense"

Choose the past-tense verb.

With support, choose the verb that shows the action already happened.

Last spring, Laura (plant / planted) a garden.

I CAN I can choose a past-tense verb, with support.

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Grade 3 • CLUSTER 2 • Editing • 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. With support, choose the verb that shows the action already happened."

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

"Read this with me: Last spring, Laura (plant / planted) a garden."

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

ANSWER KEY: planted (it already happened — past tense).

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — planted (it already happened — past tense).

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 past verb tense"

Show your thinking.

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

"Long ago, the Ingalls family built a log cabin."

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

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Grade 3 • CLUSTER 2 • Editing • Wednesday

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

🕒 ~4 min

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

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

"Read this with me: 'Long ago, the Ingalls family built a log cabin.'"

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

ANSWER KEY: built is past tense; Long ago signals the action already happened.

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — built is past tense; Long ago signals the action already happened.

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 past verb tense"

Edit on your own.

Find and improve the sentence so the verb is past tense — no word bank.

"Last winter, the family travel across the river."

I CAN I can edit for past-tense verbs myself.



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: 'Last winter, the family travel across the river.' Find and improve the sentence so the verb is past tense — no word bank."

▶ 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: traveled ("the family traveled," not "travel," because Last winter is in the past).

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — traveled ("the family traveled," not "travel," because Last winter is in the past).

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 past verb tense"

Evaluate and transfer.

Defend your change, then write your own past-tense sentence about Laura.

Explain why "Laura traveled" is correct for long ago. Then write your own sentence about the prairie in the past tense.

I CAN I can evaluate verb tense and use it in my writing.



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."

"Explain why 'Laura traveled' is correct for long ago. Then write your own sentence about the prairie in the past tense."

▶ *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: "Long ago, Laura traveled" matches the past-time signal. Example: "The children gathered wood for the stove."

(11)(D)(iii) • Past Verb Tense • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Long ago, Laura traveled" matches the past-time signal. Example: "The children gathered wood for the stove."

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 past verb tense	“Laura churned butter on the quiet prairie.” <i>churned shows the action already happened (past tense).</i>
MY OWN EXAMPLE: <i>Write your own sentence about pioneer life. Use a verb in the past tense.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 9 of 36 — 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 — churned shows the action already happened (past tense).

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 36 · 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 **packed** (what the family did).



CHOOSE
Tuesday

planted (it already happened — past tense).



SHOW
Wednesday

built is past tense; *Long ago* signals the action already happened.



OWN
Thursday

traveled (“the family traveled,” not “travel,” because *Last winter* is in the past).



DEFEND
Friday

“Long ago, Laura traveled” matches the past-time signal. Example: “The children gathered wood for the stove.”

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 **packed** (what the family did). *Emergent* — **planted** (it already happened — past tense). *Visible* — **built** is past tense; *Long ago* signals the action already happened. *Independent* — **traveled** (“the family traveled,” not “travel,” because *Last winter* is in the past). *Reflective* — “Long ago, Laura traveled” matches the past-time signal. Example: “The children gathered wood for the stove.”

ANSWER KEY: The verb is **packed** (what the family did). · **planted** (it already happened — past tense). · **built** is past tense; *Long ago* signals the action already happened. · **traveled** (“the family traveled,” not “travel,” because *Last winter* is in the past). · “Long ago, Laura traveled” matches the past-time signal. Example: “The children gathered wood for the stove.”

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 36 · 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.

(2) Last winter, the family travel across the frozen river.

What change should be made in sentence 2?

A Change travel to traveled

B Change winter to Winter

C Change river to rivver

D No change is needed.

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: Last winter, the family travel across the frozen river. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 36 · 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 travel to traveled

WHY THIS IS CORRECT

Last winter signals the past, so the verb must be past tense: **traveled**, not *travel*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B adds an unnecessary capital (winter is a common noun). C misspells river. D is wrong because the verb tense does not match *Last winter* yet.

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 travel to traveled. Last winter signals the past, so the verb must be past tense: traveled, not travel.”

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

“B adds an unnecessary capital (winter is a common noun). C misspells river. D is wrong because the verb tense does not match Last winter yet.”

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

ANSWER KEY: A — Change travel to traveled

(11)(D)(iii) · Past Verb Tense · Sheet 9 of 36 · 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 future verb tense”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I check that my verbs show the right time.

Future tense tells what **will** happen: will plant, will travel, will write.

The future needs the helping word **will** plus the base verb (will write, not will writes).

SENTENCE WEATHER



Verb (RAINDROP)

Future tense = it will happen (green raindrop).

WHERE IT APPEARS: “Laura Ingalls Wilder” — “Someday, Laura **will** write about her prairie childhood.”

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 future verb 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.”

ANSWER KEY: Week focus: 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 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which word is the verb?

Read the sentence. Find the verb — the action word.

"Tomorrow the family will move west."

I CAN I recognize the verb in a sentence.

The Writing Academy®, LLC



Grade 3 • CLUSTER 2 • Editing • 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. Which word is the verb? Read the sentence. Find the verb — the action word."

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

"Read this with me: 'Tomorrow the family will move west.'"

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

ANSWER KEY: The verb is will move (what the family will do).

(11)(D)(v) • Future Verb Tense • Sheet 10 of 36 • 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 will move (what the family will do).

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 future verb tense"

Choose the future-tense verb.

With support, choose the verb that shows the action will happen later.

Next week, Laura (will plants / will plant) a garden.

I CAN I can choose a future-tense verb, with support.

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Grade 3 • CLUSTER 2 • Editing • 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. With support, choose the verb that shows the action will happen later."

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

"Read this with me: Next week, Laura (will plants / will plant) a garden."

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

ANSWER KEY: will plant (it will happen — future tense).

(11)(D)(v) • Future Verb Tense • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — will plant (it will happen — future tense).

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 future verb tense"

Show your thinking.

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

"Someday, readers will remember Laura's stories."

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

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Grade 3 • CLUSTER 2 • Editing • Wednesday

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

🕒 ~4 min

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

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

"Read this with me: 'Someday, readers will remember Laura's stories.'"

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

ANSWER KEY: will remember is future tense; Someday signals a time to come.

(11)(D)(v) • Future Verb Tense • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — will remember is future tense; Someday signals a time to come.

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 future verb tense"

Edit on your own.

Find and improve the sentence so the verb is future tense — no word bank.

"Tomorrow, Laura will writes in her journal."

I CAN I can edit for future-tense verbs myself.



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: 'Tomorrow, Laura will writes in her journal.' Find and improve the sentence so the verb is future tense — no word bank."

▶ 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: will write ("will write," not "will writes").

(11)(D)(v) • Future Verb Tense • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — will write ("will write," not "will writes").

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 future verb tense"

Evaluate and transfer.

Defend your change, then write your own future-tense sentence about Laura.

Explain why "will write" is correct, not "will writes." Then write your own sentence about the prairie in the future tense.

I CAN I can evaluate verb tense and use it in my writing.



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."

"Explain why 'will write' is correct, not 'will writes.' Then write your own sentence about the prairie in the future tense."

▶ *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: "Someday, Laura will write" shows future time with will + the base verb. Example: "The town will build a new schoolhouse."

(11)(D)(v) • Future Verb Tense • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Someday, Laura will write" shows future time with will + the base verb. Example: "The town will build a new schoolhouse."

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 future verb tense	"Next spring, the family will plant a new field." <i>will plant shows the action will happen later (future tense).</i>
MY OWN EXAMPLE: <i>Write your own sentence about the prairie. Use a verb in the future tense (will + verb).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 10 of 36 — 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 — will plant shows the action will happen later (future tense).

(11)(D)(v) · Future Verb Tense · Sheet 10 of 36 · 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 **will move** (what the family will do).



CHOOSE
Tuesday

will plant (it will happen — future tense).



SHOW
Wednesday

will remember is future tense; *Someday* signals a time to come.



OWN
Thursday

will write (“will write,” not “will writes”).



DEFEND
Friday

“Someday, Laura will write” shows future time with *will* + the base verb. Example: “The town will build a new schoolhouse.”

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 move* (what the family will do). *Emergent* — *will plant* (it will happen — future tense). *Visible* — *will remember* is future tense; *Someday* signals a time to come. *Independent* — *will write* (“will write,” not “will writes”). *Reflective* — “Someday, Laura will write” shows future time with *will* + the base verb. Example: “The town will build a new schoolhouse.”

ANSWER KEY: The verb is *will move* (what the family will do). · *will plant* (it will happen — future tense). · *will remember* is future tense; *Someday* signals a time to come. · *will write* (“will write,” not “will writes”). · “Someday, Laura will write” shows future time with *will* + the base verb. Example: “The town will build a new schoolhouse.”

(11)(D)(v) · Future Verb Tense · Sheet 10 of 36 · 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.

(3) Tomorrow, Laura will writes about her prairie home.

What change needs to be made in sentence 3?

A Change will writes to will write

B Change Laura to laura

C Change prairie to Prairie

D No change is needed.

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: Tomorrow, Laura will writes about her prairie home. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(v) · Future Verb Tense · Sheet 10 of 36 · 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 will writes to will write

WHY THIS IS CORRECT

Future tense uses *will* plus the base verb: **will write**, not *will writes*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly lowercases the proper noun Laura. C wrongly capitalizes the common noun prairie. D is wrong because *will writes* is not correct future tense.

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 will writes to will write. Future tense uses will plus the base verb: will write, not will writes.”

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

“B wrongly lowercases the proper noun Laura. C wrongly capitalizes the common noun prairie. D is wrong because will writes is not correct future tense.”

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

ANSWER KEY: A — Change will writes to will write

(11)(D)(v) · Future Verb Tense · Sheet 10 of 36 · 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 adjectives, including their comparative forms”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use the right form of an adjective to compare.
A **comparative adjective** compares **two** things and usually ends in **-er**: colder, longer, taller.
Do not use *more* with an -er word — say *colder*, not *more colder*.

SENTENCE WEATHER



Adjective (STAR)

A comparative adjective (-er) compares TWO things.

WHERE IT APPEARS: “Laura Ingalls Wilder” — “The prairie winter was colder than the fall.”

This deck teaches **Adjectives: Comparative Forms** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Adjectives: Comparative Forms

🕒 ~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 adjectives: comparative forms — the standard says: ‘edit drafts using standard English conventions, including adjectives, including their comparative forms.’”

▶ *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.”

ANSWER KEY: Week focus: adjectives: comparative forms — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adjectives: Comparative Forms slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(x) • Adjectives: Comparative Forms • Sheet 11 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adjectives, including their comparative forms"

Which word is the adjective?

Read the sentence. Find the adjective — the describing word.

"The long winter tested the family."

I CAN I recognize the adjective in a sentence.

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Grade 3 • CLUSTER 2 • Editing • 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. Which word is the adjective?
Read the sentence. Find the adjective — the describing word."**

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

"Read this with me: 'The long winter tested the family.'"

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

ANSWER KEY: The adjective is long (it describes the winter).

(11)(D)(x) • Adjectives: Comparative Forms • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The adjective is long (it describes the winter).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "adjectives: comparative forms" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adjectives: comparative forms 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 adjectives, including their comparative forms"

Choose the comparative form.

With support, choose the form that compares two things.

This winter is (more cold / colder) than last winter.

I CAN I can choose a comparative adjective, with support.

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Grade 3 • CLUSTER 2 • Editing • 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. With support, choose the form that compares two things."

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

"Read this with me: This winter is (more cold / colder) than last winter."

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

ANSWER KEY: colder (compares two winters — comparative).

(11)(D)(x) • Adjectives: Comparative Forms • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — colder (compares two winters — comparative).

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 adjectives, including their comparative forms"

Show your thinking.

Underline the adjective. Tell how you know it compares two things.

"The new cabin was warmer than the old one."

I CAN I can show a comparative adjective.

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Grade 3 • CLUSTER 2 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the adjective. Tell how you know it compares two things."

"Read this with me: 'The new cabin was warmer than the old one.'"

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

ANSWER KEY: warmer compares two cabins, so it is comparative.

(11)(D)(x) • Adjectives: Comparative Forms • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — warmer compares two cabins, so it is comparative.

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 adjectives, including their comparative forms"

Edit on your own.

Find and improve the sentence so the comparative is correct.

"The river was more wider than the creek."

I CAN I can edit comparative adjectives myself.



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: 'The river was more wider than the creek.' Find and improve the sentence so the comparative is correct."

▶ 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: wider ("wider than the creek," not "more wider").

(11)(D)(x) • Adjectives: Comparative Forms • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — wider ("wider than the creek," not "more wider").

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 adjectives, including their comparative forms"

Evaluate and transfer.

Defend your change, then write your own sentence comparing two things about the prairie.

Explain why "colder" is correct, not "more colder." Then write a sentence comparing two things using an -er adjective.

I CAN I can evaluate and use comparative adjectives.



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."

"Explain why 'colder' is correct, not 'more colder.' Then write a sentence comparing two things using an -er adjective."

▶ *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: "colder," not "more colder," because -er already compares two things. Example: "The prairie was flatter than the woods back east."

(11)(D)(x) • Adjectives: Comparative Forms • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "colder," not "more colder," because -er already compares two things. Example: "The prairie was flatter than the woods back east."

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 adjectives , including their comparative forms	“The winter wind felt sharper than before.” <i>sharper compares two things (this wind vs. before).</i>
MY OWN EXAMPLE: <i>Write your own sentence that compares two things using an -er adjective (like colder or longer).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 11 of 36 — 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 — sharper compares two things (this wind vs. before).

(11)(D)(x) · Adjectives: Comparative Forms · Sheet 11 of 36 · 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 adjective is **long** (it describes the winter).



CHOOSE
Tuesday

colder (compares two winters — comparative).



SHOW
Wednesday

warmer compares two cabins, so it is comparative.



OWN
Thursday

wider (“wider than the creek,” not “more wider”).



DEFEND
Friday

“colder,” not “more colder,” because -er already compares two things. Example: “The prairie was flatter than the woods back east.”

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 adjective is *long* (it describes the winter). Emergent — *colder* (compares two winters — comparative). Visible — *warmer* compares two cabins, so it is comparative. Independent — *wider* (“wider than the creek,” not “more wider”). Reflective — “*colder*,” not “more colder,” because -er already compares two things. Example: “The prairie was flatter than the woods back east.”

ANSWER KEY: The adjective is *long* (it describes the winter). · *colder* (compares two winters — comparative). · *warmer* compares two cabins, so it is comparative. · *wider* (“wider than the creek,” not “more wider”). · “*colder*,” not “more colder,” because -er already compares two things. Example: “The prairie was flatter than the woods back east.”

(11)(D)(x) · Adjectives: Comparative Forms · Sheet 11 of 36 · 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.

(4) The prairie winter was more colder than the autumn.

What change, if any, should be made in sentence 4?

A Change more colder to colder

B Change prairie to Prairie

C Change autumn to Autumn

D No change is needed.

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 prairie winter was more colder than the autumn. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(x) · Adjectives: Comparative Forms · Sheet 11 of 36 · 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 more colder to colder

WHY THIS IS CORRECT

An -er adjective already compares two things, so it does not need *more*: **colder**, not *more colder*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B and C wrongly capitalize common nouns (prairie and autumn are not names). D is wrong because *more colder* is a double comparative.

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 more colder to colder. An -er adjective already compares two things, so it does not need more: colder, not more colder.”

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

“B and C wrongly capitalize common nouns (prairie and autumn are not names). D is wrong because more colder is a double comparative.”

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

ANSWER KEY: A — Change more colder to colder

(11)(D)(x) · Adjectives: Comparative Forms · Sheet 11 of 36 · 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 adjectives, including their superlative forms”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use the right form of an adjective to compare three or more.

A **superlative adjective** compares **three or more** things and usually ends in **-est**: coldest, longest, tallest.

Do not use *most* with an -est word — say *coldest*, not *most coldest*.

SENTENCE WEATHER



Adjective (STAR)

A superlative adjective (-est) compares **THREE** or more.

WHERE IT APPEARS: “Laura Ingalls Wilder” — “It was the **coldest** winter the family could remember.”

This deck teaches **Adjectives: Superlative Forms** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Adjectives: Superlative Forms

🕒 ~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 adjectives: superlative forms — the standard says: ‘edit drafts using standard English conventions, including adjectives, including their superlative forms.’”

▶ *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.”

ANSWER KEY: Week focus: adjectives: superlative forms — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adjectives: Superlative Forms slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xi) • Adjectives: Superlative Forms • Sheet 12 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adjectives, including their superlative forms"

Which word is the adjective?

Read the sentence. Find the adjective — the describing word.

"The deep snow covered the fields."

I CAN I recognize the adjective in a sentence.

The Writing Academy®, LLC



Grade 3 • CLUSTER 2 • Editing • 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. Which word is the adjective?
Read the sentence. Find the adjective — the describing word."**

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

"Read this with me: 'The deep snow covered the fields.'"

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

ANSWER KEY: The adjective is deep (it describes the snow).

(11)(D)(xi) • Adjectives: Superlative Forms • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The adjective is deep (it describes the snow).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "adjectives: superlative forms" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adjectives: superlative forms 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 adjectives, including their superlative forms"

Choose the superlative form.

With support, choose the form that compares three or more things.

That was the (most cold / coldest) winter of all.

I CAN I can choose a superlative adjective, with support.

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Grade 3 • CLUSTER 2 • Editing • 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. With support, choose the form that compares three or more things."

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

"Read this with me: That was the (most cold / coldest) winter of all."

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

ANSWER KEY: coldest (compares all the winters — superlative).

(11)(D)(xi) • Adjectives: Superlative Forms • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — coldest (compares all the winters — superlative).

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 adjectives, including their superlative forms"

Show your thinking.

Underline the adjective. Tell how you know it compares three or more.

"It was the longest journey of their lives."

I CAN I can show a superlative adjective.

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Grade 3 • CLUSTER 2 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the adjective. Tell how you know it compares three or more."

"Read this with me: 'It was the longest journey of their lives.'"

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

ANSWER KEY: longest compares all their journeys, so it is superlative.

(11)(D)(xi) • Adjectives: Superlative Forms • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — longest compares all their journeys, so it is superlative.

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 adjectives, including their superlative forms"

Edit on your own.

Find and improve the sentence so the superlative is correct.

"It was the most coldest winter of all."

I CAN I can edit superlative adjectives myself.



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: 'It was the most coldest winter of all.' Find and improve the sentence so the superlative is correct."

▶ 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: coldest ("the coldest winter," not "most coldest").

(11)(D)(xi) • Adjectives: Superlative Forms • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — coldest ("the coldest winter," not "most coldest").

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 adjectives, including their superlative forms"

Evaluate and transfer.

Defend your change, then write your own sentence comparing three or more things.

Explain why "coldest" is correct, not "most coldest." Then write a sentence comparing three or more things using an -est adjective.

I CAN I can evaluate and use superlative adjectives.



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."

"Explain why 'coldest' is correct, not 'most coldest.' Then write a sentence comparing three or more things using an -est adjective."

▶ *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: "coldest," not "most coldest," because -est already compares three or more. Example: "It was the tallest tree on the whole prairie."

(11)(D)(xi) • Adjectives: Superlative Forms • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "coldest," not "most coldest," because -est already compares three or more. Example: "It was the tallest tree on the whole prairie."

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 adjectives , including their superlative forms	"That was the hardest work Laura had ever done." <i>hardest compares all the work — three or more (superlative).</i>
MY OWN EXAMPLE: <i>Write your own sentence that compares three or more things using an -est adjective (like coldest or longest).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 12 of 36 — 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 — hardest compares all the work — three or more (superlative).

(11)(D)(xi) · Adjectives: Superlative Forms · Sheet 12 of 36 · 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 adjective is **deep** (it describes the snow).



CHOOSE
Tuesday

coldest (compares all the winters — superlative).



SHOW
Wednesday

longest compares all their journeys, so it is superlative.



OWN
Thursday

coldest (“the coldest winter,” not “most coldest”).



DEFEND
Friday

“coldest,” not “most coldest,” because -est already compares three or more. Example: “It was the tallest tree on the whole prairie.”

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 adjective is *deep* (it describes the snow). Emergent — *coldest* (compares all the winters — superlative). Visible — *longest* compares all their journeys, so it is superlative. Independent — *coldest* (“the coldest winter,” not “most coldest”). Reflective — “coldest,” not “most coldest,” because -est already compares three or more. Example: “It was the tallest tree on the whole prairie.”

ANSWER KEY: The adjective is *deep* (it describes the snow). · *coldest* (compares all the winters — superlative). · *longest* compares all their journeys, so it is superlative. · *coldest* (“the coldest winter,” not “most coldest”). · “coldest,” not “most coldest,” because -est already compares three or more. Example: “It was the tallest tree on the whole prairie.”

(11)(D)(xi) · Adjectives: Superlative Forms · Sheet 12 of 36 · 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) That was the most coldest winter of Laura's whole life.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- A That was the coldest winter of Laura's whole life.
- B That was the most coldest winter of Laura's whole life.
- C That was the most cold winter of Laura's whole life.
- D That was the Coldest winter of Laura's whole life.

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: That was the most coldest winter of Laura’s whole life. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xi) · Adjectives: Superlative Forms · Sheet 12 of 36 · 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 That was the coldest winter of Laura’s whole life.

WHY THIS IS CORRECT

An -est adjective already compares three or more, so it does not need *most*: **coldest**, not *most coldest*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B keeps the double superlative *most coldest*. C uses *most cold* instead of the correct -est form. D wrongly capitalizes *coldest* in the middle of a 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 — That was the coldest winter of Laura’s whole life. An -est adjective already compares three or more, so it does not need most: coldest, not most coldest.”

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

“B keeps the double superlative most coldest. C uses most cold instead of the correct -est form. D wrongly capitalizes coldest in the middle of a sentence.”

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

ANSWER KEY: A — That was the coldest winter of Laura’s whole life.

(11)(D)(xi) · Adjectives: Superlative Forms · Sheet 12 of 36 · 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 adverbs that convey time”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use adverbs that tell **WHEN**.

An **adverb of time** tells when something happens: today, soon, always, first, later.

It tells more about the verb — when the action takes place.

SENTENCE WEATHER



Adverb (RAINDROPS)

*An adverb of time tells **WHEN** the action happens.*

WHERE IT APPEARS: “Why We Need Laws” — “Communities **first** agreed on simple rules.”

This deck teaches **Adverbs That Convey Time** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Adverbs That Convey 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 that convey 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.”

ANSWER KEY: Week focus: adverbs that convey time — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adverbs That Convey Time slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey time"

Which word tells when?

Read the sentence. Find the adverb that tells when the action happens.

"The council votes today on the new rule."

I CAN I recognize an adverb of time.

The Writing Academy®, LLC



Grade 3 • CLUSTER 3 • Editing • 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. Which word tells when? Read the sentence. Find the adverb that tells when the action happens."

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

"Read this with me: 'The council votes today on the new rule.'"

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

ANSWER KEY: The adverb of time is today.

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • Cluster 3

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 today.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "adverbs that convey time" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adverbs that convey 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.

With support, choose the word that tells when.

The mayor will speak (soonly / soon) about the law.

I CAN I can choose an adverb of time, with support.

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Grade 3 • CLUSTER 3 • Editing • 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. With support, choose the word that tells when."

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

"Read this with me: The mayor will speak (soonly / soon) about the law."

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

ANSWER KEY: soon (soon already tells when — an adverb of time).

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — soon (soon already tells when — an adverb of time).

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"

Show your thinking.

Underline the adverb of time. Tell how you know it tells when.

"Long ago, people always helped their neighbors."

I CAN I can show an adverb of time.



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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the adverb of time. Tell how you know it tells when."

"Read this with me: 'Long ago, people always helped their neighbors.'"

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

ANSWER KEY: always tells when, so it is an adverb of time.

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — always tells when, so it is an adverb of time.

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"

Edit on your own.

Find and improve the sentence so the adverb of time is correct.

"The council will meet soonly."

I CAN I can edit adverbs of time myself.



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: 'The council will meet soonly.' Find and improve the sentence so the adverb of time is correct."

▶ 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: soon ("meet soon," not "soonly," which is not a word).

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — soon ("meet soon," not "soonly," which is not a 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 adverbs that convey time"

Evaluate and transfer.

Defend your change, then write your own sentence using an adverb of time about rules.

Explain why "soon" is correct, not "soonly." Then write your own sentence about a rule using an adverb of time (like today or always).

I CAN I can evaluate and use adverbs of time.



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."

"Explain why 'soon' is correct, not 'soonly.' Then write your own sentence about a rule using an adverb of time (like today or always)."

▶ *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: "soon" is the correct adverb; "soonly" is not standard. Example: "The town votes yearly to choose new leaders."

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "soon" is the correct adverb; "soonly" is not standard. Example: "The town votes yearly to choose new leaders."

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	"Citizens always obey the community's rules." <i>always tells when — an adverb of time.</i>
MY OWN EXAMPLE: <i>Write your own sentence about a law or rule. Use an adverb that tells when (like today, soon, or always).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 13 of 36 — 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 — always tells when — an adverb of time.

(11)(D)(xii) · Adverbs That Convey Time · Sheet 13 of 36 · 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 adverb of time is **today**.



CHOOSE
Tuesday

soon (soon already tells when — an adverb of time).



SHOW
Wednesday

always tells when, so it is an adverb of time.



OWN
Thursday

soon (“meet soon,” not “soonly,” which is not a word).



DEFEND
Friday

“soon” is the correct adverb; “soonly” is not standard. Example: “The town votes yearly to choose new leaders.”

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 today. *Emergent* — soon (soon already tells when — an adverb of time). *Visible* — always tells when, so it is an adverb of time. *Independent* — soon (“meet soon,” not “soonly,” which is not a word). *Reflective* — “soon” is the correct adverb; “soonly” is not standard. Example: “The town votes yearly to choose new leaders.”

ANSWER KEY: The adverb of time is today. · soon (soon already tells when — an adverb of time). · always tells when, so it is an adverb of time. · soon (“meet soon,” not “soonly,” which is not a word). · “soon” is the correct adverb; “soonly” is not standard. Example: “The town votes yearly to choose new leaders.”

(11)(D)(xii) · Adverbs That Convey Time · Sheet 13 of 36 · 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.

(2) The council will meet soonly to discuss the new law.

What change should be made in sentence 2?

- A Change soonly to soon
- B Change council to Council
- C Change law to laws
- D No change is needed.

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 council will meet soonly to discuss the new law. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • 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 soonly to soon

WHY THIS IS CORRECT

Soon is already an adverb of time; adding -ly makes a word that is not standard English. The correct adverb is **soon**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun council. C makes a singular noun plural for no reason. D is wrong because *soonly* is not a word.

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 soonly to soon. Soon is already an adverb of time; adding -ly makes a word that is not standard English. The correct adverb is soon.”

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

“B wrongly capitalizes the common noun council. C makes a singular noun plural for no reason. D is wrong because soonly is not a word.”

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

ANSWER KEY: A — Change soonly to soon

(11)(D)(xii) • Adverbs That Convey Time • Sheet 13 of 36 • 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 manner”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use adverbs that tell HOW.

An **adverb of manner** tells how something is done and usually ends in **-ly**: quickly, carefully, loudly.

Use an adverb (carefully), not an adjective (careful), to tell how an action happens.

SENTENCE WEATHER



Adverb (RAINDROPS)

An adverb of manner tells HOW the action is done (-ly).

WHERE IT APPEARS: “Why We Need Laws” — “Judges must read each case **carefully**.”

This deck teaches **Adverbs That Convey Manner** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Adverbs That Convey 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 that convey 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.”

ANSWER KEY: Week focus: adverbs that convey manner — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adverbs That Convey Manner slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xiii) • Adverbs That Convey Manner • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey manner"

Which word tells how?

Read the sentence. Find the adverb that tells how the action is done.

"The clerk wrote the rule neatly."

I CAN I recognize an adverb of manner.

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Grade 3 • CLUSTER 3 • Editing • 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. Which word tells how? Read the sentence. Find the adverb that tells how the action is done."

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

"Read this with me: 'The clerk wrote the rule neatly.'"

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

ANSWER KEY: The adverb of manner is neatly.

(11)(D)(xiii) • Adverbs That Convey Manner • Sheet 14 of 36 • Cluster 3

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 neatly.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "adverbs that convey manner" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adverbs that convey 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.

With support, choose the word that tells how.

Officers must act (fair / fairly) with everyone.

I CAN I can choose an adverb of manner, with support.

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Grade 3 • CLUSTER 3 • Editing • 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. With support, choose the word that tells how."

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

"Read this with me: Officers must act (fair / fairly) with everyone."

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

ANSWER KEY: fairly (it tells how — an adverb of manner).

(11)(D)(xiii) • Adverbs That Convey Manner • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — fairly (it tells how — an adverb of manner).

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"

Show your thinking.

Underline the adverb of manner. Tell how you know it tells how.

"Citizens waited patiently for the vote."

I CAN I can show an adverb of manner.

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Grade 3 • CLUSTER 3 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the adverb of manner. Tell how you know it tells how."

"Read this with me: 'Citizens waited patiently for the vote.'"

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

ANSWER KEY: patiently tells how they waited, so it is an adverb of manner.

(11)(D)(xiii) • Adverbs That Convey Manner • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — patiently tells how they waited, so it is an adverb of manner.

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"

Edit on your own.

Find and improve the sentence so the adverb of manner is correct.

"Judges must read each case careful."

I CAN I can edit adverbs of manner myself.



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: 'Judges must read each case careful.' Find and improve the sentence so the adverb of manner is correct."

▶ 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: carefully ("read carefully," not "read careful").

(11)(D)(xiii) • Adverbs That Convey Manner • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — carefully ("read carefully," not "read careful").

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"

Evaluate and transfer.

Defend your change, then write your own sentence using an adverb of manner about following rules.

Explain why "carefully" is correct, not "careful." Then write your own sentence about a rule using an adverb that tells how.

I CAN I can evaluate and use adverbs of manner.



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."

"Explain why 'carefully' is correct, not 'careful.' Then write your own sentence about a rule using an adverb that tells how."

▶ *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: "carefully" tells how; "careful" is an adjective, not an adverb. Example: "The officers spoke calmly to the crowd."

(11)(D)(xiii) • Adverbs That Convey Manner • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "carefully" tells how; "careful" is an adjective, not an adverb. Example: "The officers spoke calmly to the crowd."

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	"The judge listened fairly to both sides." <i>fairly tells how — an adverb of manner.</i>
MY OWN EXAMPLE: <i>Write your own sentence about following a rule. Use an adverb that tells how (like carefully or fairly).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 14 of 36 — 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 — fairly tells how — an adverb of manner.

(11)(D)(xiii) · Adverbs That Convey Manner · Sheet 14 of 36 · 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 adverb of manner is **neatly**.



CHOOSE
Tuesday

fairly (it tells how — an adverb of manner).



SHOW
Wednesday

patiently tells how they waited, so it is an adverb of manner.



OWN
Thursday

carefully (“read carefully,” not “read careful”).



DEFEND
Friday

“carefully” tells how; “careful” is an adjective, not an adverb. Example: “The officers spoke calmly to the crowd.”

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 *neatly*. Emergent — *fairly* (it tells how — an adverb of manner). Visible — *patiently* tells how they waited, so it is an adverb of manner. Independent — *carefully* (“read carefully,” not “read careful”). Reflective — “carefully” tells how; “careful” is an adjective, not an adverb. Example: “The officers spoke calmly to the crowd.”

ANSWER KEY: The adverb of manner is *neatly*. · *fairly* (it tells how — an adverb of manner). · *patiently* tells how they waited, so it is an adverb of manner. · *carefully* (“read carefully,” not “read careful”). · “carefully” tells how; “careful” is an adjective, not an adverb. Example: “The officers spoke calmly to the crowd.”

(11)(D)(xiii) · Adverbs That Convey Manner · Sheet 14 of 36 · 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.

(3) Judges must read each case careful before they decide.

What change needs to be made in sentence 3?

A Change careful to carefully

B Change Judges to judges

C Change case to cases

D No change is needed.

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: Judges must read each case careful before they decide. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xiii) • Adverbs That Convey Manner · Sheet 14 of 36 · 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 careful to carefully

WHY THIS IS CORRECT

An adverb of manner tells HOW the action is done and usually ends in -ly: **carefully**, not *careful*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly lowercases *Judges*, which is correct at the start of a sentence. C makes a singular noun plural. D is wrong because *careful* should be *carefully*.

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 careful to carefully. An adverb of manner tells HOW the action is done and usually ends in -ly: carefully, not careful.”

▶ Walk through why the other choices are traps.

“B wrongly lowercases Judges, which is correct at the start of a sentence. C makes a singular noun plural. D is wrong because careful should be carefully.”

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

ANSWER KEY: A — Change careful to carefully

(11)(D)(xiii) • Adverbs That Convey Manner · Sheet 14 of 36 · 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 prepositions”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I choose the correct preposition.

A **preposition** shows a relationship — where, when, or how: in, on, at, under, with, for, of, about.

The right preposition makes the meaning clear (the importance *of* laws, not *for* laws).

SENTENCE WEATHER



Preposition (CLOUD)

A preposition (cloud) shows where, when, or how — in, on, under, with.

WHERE IT APPEARS: “Why We Need Laws” — “Rules keep everyone safe *in* a community.”

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.”

ANSWER KEY: Week focus: prepositions — see the standard and the five-day roadmap above.

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

(11)(D)(xiv) • Prepositions • Sheet 15 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Which word is the preposition?

Read the sentence. Find the preposition — the word that shows where, when, or how.

"The rule applies to everyone."

I CAN I recognize a preposition.

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Grade 3 • CLUSTER 3 • Editing • 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. Which word is the preposition?
Read the sentence. Find the preposition — the word that shows
where, when, or how."**

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

"Read this with me: 'The rule applies to everyone.'"

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

ANSWER KEY: The preposition is to.

(11)(D)(xiv) • Prepositions • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The preposition is to.

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.

With support, choose the preposition that makes the meaning clear.

The mayor spoke about the importance (for / of) laws.

I CAN I can choose the correct preposition, with support.

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Grade 3 • CLUSTER 3 • Editing • 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. With support, choose the preposition that makes the meaning clear."

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

"Read this with me: The mayor spoke about the importance (for / of) laws."

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

ANSWER KEY: of ("the importance of laws" is correct).

(11)(D)(xiv) • Prepositions • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — of ("the importance of laws" is correct).

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"

Show your thinking.

Underline the preposition. Tell how you know it fits.

"Citizens vote on new rules each year."

I CAN I can show a preposition and why it fits.

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Grade 3 • CLUSTER 3 • Editing • Wednesday

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

🕒 ~4 min

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

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

"Read this with me: 'Citizens vote on new rules each year.'"

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

ANSWER KEY: on shows when/what they vote on — a preposition.

(11)(D)(xiv) • Prepositions • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — on shows when/what they vote on — a preposition.

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"

Edit on your own.

Find and improve the sentence so the preposition is correct.

"the importance for laws"

I CAN I can edit prepositions myself.



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: 'the importance for laws' Find and improve the sentence so the preposition is correct."

▶ 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: of ("the importance of laws," not "for laws").

(11)(D)(xiv) • Prepositions • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — of ("the importance of laws," not "for laws").

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"

Evaluate and transfer.

Defend your change, then write your own sentence using a preposition about rules.

Explain why "of laws" is correct, not "for laws." Then write your own sentence about a community rule using a preposition.

I CAN I can evaluate and use prepositions 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."

"Explain why 'of laws' is correct, not 'for laws.' Then write your own sentence about a community rule using a preposition."

▶ *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: "of" is the correct preposition after importance. Example: "The park stays clean with the help of everyone."

(11)(D)(xiv) • Prepositions • Sheet 15 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "of" is the correct preposition after importance. Example: "The park stays clean with the help of everyone."

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	"Everyone must follow the laws of the town." <i>of shows the relationship — a preposition.</i>
MY OWN EXAMPLE: <i>Write your own sentence about a rule. Use a preposition (like in, on, with, or of).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 15 of 36 — 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 — of shows the relationship — a preposition.

(11)(D)(xiv) · Prepositions · Sheet 15 of 36 · 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 preposition is **to**.



CHOOSE
Tuesday

of (“the importance of laws” is correct).



SHOW
Wednesday

on shows when/what they vote on — a preposition.



OWN
Thursday

of (“the importance of laws,” not “for laws”).



DEFEND
Friday

“of” is the correct preposition after *importance*. Example: “The park stays clean with the help of everyone.”

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 **to**. *Emergent* — of (“the importance of laws” is correct). *Visible* — **on** shows when/what they vote on — a preposition. *Independent* — of (“the importance of laws,” not “for laws”). *Reflective* — “of” is the correct preposition after *importance*. Example: “The park stays clean with the help of everyone.”

ANSWER KEY: The preposition is **to**. · of (“the importance of laws” is correct). · **on** shows when/what they vote on — a preposition. · of (“the importance of laws,” not “for laws”). · “of” is the correct preposition after *importance*. Example: “The park stays clean with the help of everyone.”

(11)(D)(xiv) · Prepositions · Sheet 15 of 36 · 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.

(4) The mayor spoke to the crowd about the importance for laws.

What change, if any, should be made in sentence 4?

- A Change for to of
- B Change mayor to Mayor
- C Change crowd to crowds
- D No change is needed.

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 mayor spoke to the crowd about the importance for laws. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xiv) · Prepositions · Sheet 15 of 36 · 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 for to of

WHY THIS IS CORRECT

The correct preposition after *importance* is **of**: “the importance of laws.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun mayor. C makes a singular noun plural. D is wrong because *for* is the wrong preposition here.

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 for to of. The correct preposition after importance is of: “the importance of laws.””

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

“B wrongly capitalizes the common noun mayor. C makes a singular noun plural. D is wrong because for is the wrong preposition here.”

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

ANSWER KEY: A — Change for to of

(11)(D)(xiv) · Prepositions · Sheet 15 of 36 · 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 prepositional phrases”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I check that my prepositional phrases are complete and correct.

A **prepositional phrase** begins with a preposition and ends with a noun: *in the town, during recess, with respect.*

It adds detail — where, when, or how — but should not double up prepositions.

SENTENCE WEATHER



Preposition (CLOUD)

A prepositional phrase = a preposition + its noun (in the town, during recess).

WHERE IT APPEARS: “Why We Need Laws” — “Children play safely during recess.”

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.”

ANSWER KEY: Week focus: 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 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Which words make the phrase?

Read the sentence. Find the prepositional phrase (preposition + noun).

"The rules apply in the town."

I CAN I recognize a prepositional phrase.

The Writing Academy®, LLC



Grade 3 • CLUSTER 3 • Editing • 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. Which words make the phrase? Read the sentence. Find the prepositional phrase (preposition + noun)."

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

"Read this with me: 'The rules apply in the town.'"

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

ANSWER KEY: The prepositional phrase is in the town.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 36 • Cluster 3

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 the town.

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 correct phrase.

With support, choose the correct prepositional phrase.

Children played safely (in during recess / during recess).

I CAN I can choose a correct prepositional phrase, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 3 • Editing • 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. With support, choose the correct prepositional phrase."

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

"Read this with me: Children played safely (in during recess / during recess)."

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

ANSWER KEY: during recess (one preposition, not two).

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — during recess (one preposition, not two).

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"

Show your thinking.

Underline the prepositional phrase. Tell what detail it adds.

"Citizens follow the laws of their community."

I CAN I can show a prepositional phrase and what it adds.



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

⌚ ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the prepositional phrase. Tell what detail it adds."

"Read this with me: 'Citizens follow the laws of their community.'"

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

ANSWER KEY: of their community is a prepositional phrase; it tells whose laws.

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — of their community is a prepositional phrase; it tells whose laws.

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"

Edit on your own.

Find and improve the sentence so the prepositional phrase is correct.

"played safely in during recess"

I CAN I can edit prepositional phrases myself.



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: 'played safely in during recess' Find and improve the sentence so the prepositional phrase is correct."

▶ 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: during recess ("in during" uses two prepositions — only one is needed).

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — during recess ("in during" uses two prepositions — only one is needed).

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"

Evaluate and transfer.

Defend your change, then write your own sentence with a prepositional phrase about rules.

Explain why "during recess" is correct, not "in during recess." Then write your own sentence about a rule using a prepositional phrase.

I CAN I can evaluate and use prepositional phrases.



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."

"Explain why 'during recess' is correct, not 'in during recess.' Then write your own sentence about a rule using a prepositional phrase."

▶ *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: "during recess" is correct; "in during recess" doubles the preposition. Example: "The students lined up in the hallway."

(11)(D)(xv) • Prepositional Phrases • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "during recess" is correct; "in during recess" doubles the preposition. Example: "The students lined up in the hallway."

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	“Everyone stays safe because of the rules. ” <i>because of the rules is a prepositional phrase — it tells why.</i>
MY OWN EXAMPLE: <i>Write your own sentence about a rule. Include a prepositional phrase (like in the town or during recess).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 16 of 36 — 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 — because of the rules is a prepositional phrase — it tells why.

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 36 · 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 prepositional phrase is **in the town**.



CHOOSE
Tuesday

during recess (one preposition, not two).



SHOW
Wednesday

of their community is a prepositional phrase; it tells whose laws.



OWN
Thursday

during recess (“in during” uses two prepositions — only one is needed).



DEFEND
Friday

“during recess” is correct; “in during recess” doubles the preposition. Example: “The students lined up in the hallway.”

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 the town. Emergent — during recess (one preposition, not two). Visible — of their community is a prepositional phrase; it tells whose laws. Independent — during recess (“in during” uses two prepositions — only one is needed). Reflective — “during recess” is correct; “in during recess” doubles the preposition. Example: “The students lined up in the hallway.”

ANSWER KEY: The prepositional phrase is in the town. · during recess (one preposition, not two). · of their community is a prepositional phrase; it tells whose laws. · during recess (“in during” uses two prepositions — only one is needed). · “during recess” is correct; “in during recess” doubles the preposition. Example: “The students lined up in the hallway.”

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 36 · 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) The children played safely in during recess.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- A The children played safely during recess.
- B The children played safely in during recess.
- C The children played safe during recess.
- D The children played safely In during recess.

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 children played safely in during recess. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 36 · 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 The children played safely during recess.

WHY THIS IS CORRECT

The prepositional phrase is *during recess*. Using two prepositions together, *in during*, is incorrect — only one is needed.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B keeps the doubled preposition *in during*. C uses the adjective *safe* instead of the adverb *safely*. D wrongly capitalizes *In* in the middle of a 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 — The children played safely during recess. The prepositional phrase is during recess. Using two prepositions together, in during, is incorrect — only one is needed.”

▶ Walk through why the other choices are traps.

“B keeps the doubled preposition in during. C uses the adjective safe instead of the adverb safely. D wrongly capitalizes In in the middle of a sentence.”

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

ANSWER KEY: A — The children played safely during recess.

(11)(D)(xv) · Prepositional Phrases · Sheet 16 of 36 · 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 pronouns, including subjective [case]”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use the right pronoun for the subject.

A **subject pronoun** does the action: I, you, he, she, it, we, they.

Use a subject pronoun as the subject — “She invented it,” not “Her invented it.”

SENTENCE WEATHER



Pronoun (MOON)

A subject pronoun (yellow moon) does the action: I, he, she, they.

WHERE IT APPEARS: “The Invention of Electricity” — “**She** studied how electricity moved.”

This deck teaches **Pronouns: Subjective Case** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Pronouns: Subjective Case

🕒 ~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 pronouns: subjective case — the standard says: ‘edit drafts using standard English conventions, including pronouns, including subjective [case].’”

▶ *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.”

ANSWER KEY: Week focus: pronouns: subjective case — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Pronouns: Subjective Case slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xvi) • Pronouns: Subjective Case • Sheet 17 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including subjective [case]"

Which word is the pronoun?

Read the sentence. Find the pronoun that takes the place of a noun.

"He invented the light bulb."

I CAN I recognize a subject pronoun.

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Grade 3 • CLUSTER 4 • Editing • 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. Which word is the pronoun? Read the sentence. Find the pronoun that takes the place of a noun."

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

"Read this with me: 'He invented the light bulb.'"

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

ANSWER KEY: The pronoun is He (it does the action).

(11)(D)(xvi) • Pronouns: Subjective Case • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The pronoun is He (it does the action).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "pronouns: subjective case" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when pronouns: subjective case 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 pronouns, including subjective [case]"

Choose the subject pronoun.

With support, choose the pronoun that does the action.

(Him / He) tested hundreds of ideas.

I CAN I can choose a subject pronoun, with support.

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Grade 3 • CLUSTER 4 • Editing • 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. With support, choose the pronoun that does the action."

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

"Read this with me: (Him / He) tested hundreds of ideas."

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

ANSWER KEY: He (the subject pronoun does the action).

(11)(D)(xvi) • Pronouns: Subjective Case • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — He (the subject pronoun does the action).

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 pronouns, including subjective [case]"

Show your thinking.

Underline the subject pronoun. Tell how you know it does the action.

"They built the first power station."

I CAN I can show a subject pronoun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 4 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the subject pronoun. Tell how you know it does the action."

"Read this with me: 'They built the first power station.'"

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

ANSWER KEY: They is the subject — it does the building.

(11)(D)(xvi) • Pronouns: Subjective Case • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — They is the subject — it does the building.

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 pronouns, including subjective [case]"

Edit on your own.

Find and improve the sentence so the subject pronoun is correct.

"Him tested many ideas."

I CAN I can edit subject pronouns myself.



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: 'Him tested many ideas.' Find and improve the sentence so the subject pronoun is correct."

▶ 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: He ("He tested," not "Him tested").

(11)(D)(xvi) • Pronouns: Subjective Case • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — He ("He tested," not "Him 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 pronouns, including subjective [case]"

Evaluate and transfer.

Defend your change, then write your own sentence using a subject pronoun about an inventor.

Explain why "He tested" is correct, not "Him tested." Then write your own sentence about electricity using a subject pronoun.

I CAN I can evaluate and use subject pronouns.



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."

"Explain why 'He tested' is correct, not 'Him tested.' Then write your own sentence about electricity using a subject pronoun."

▶ *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: "He" is a subject pronoun; "Him" is an object pronoun. Example: "We learned how a battery works."

(11)(D)(xvi) • Pronouns: Subjective Case • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "He" is a subject pronoun; "Him" is an object pronoun. Example: "We learned how a battery works."

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 **subject 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 pronouns , subjective case	" She discovered how to store electricity." <i>She is the subject — it does the action (subjective case).</i>
MY OWN EXAMPLE: <i>Write your own sentence about an inventor. Use a subject pronoun (like he, she, or they).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 17 of 36 — 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 — She is the subject — it does the action (subjective case).

(11)(D)(xvi) · Pronouns: Subjective Case · Sheet 17 of 36 · 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 pronoun is **He** (it does the action).



CHOOSE
Tuesday

He (the subject pronoun does the action).



SHOW
Wednesday

They is the subject — it does the building.



OWN
Thursday

He ("He tested," not "Him tested").



DEFEND
Friday

"He" is a subject pronoun; "Him" is an object pronoun. Example: "We learned how a battery works."

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 pronoun is **He** (it does the action). *Emergent* — **He** (the subject pronoun does the action). *Visible* — **They** is the subject — it does the building.
Independent — **He** ("He tested," not "Him tested"). *Reflective* — "He" is a subject pronoun; "Him" is an object pronoun. Example: "We learned how a battery works."

ANSWER KEY: The pronoun is **He** (it does the action). · **He** (the subject pronoun does the action). · **They** is the subject — it does the building. · **He** ("He tested," not "Him tested"). · "He" is a subject pronoun; "Him" is an object pronoun. Example: "We learned how a battery works."

(11)(D)(xvi) · Pronouns: Subjective Case · Sheet 17 of 36 · 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.

(2) Thomas Edison worked hard, and him tested many new ideas.

What change should be made in sentence 2?

- A Change him to he
- B Change Edison to edison
- C Change ideas to idea
- D No change is needed.

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: Thomas Edison worked hard, and him tested many new ideas. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xvi) · Pronouns: Subjective Case · Sheet 17 of 36 · 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 him to he

WHY THIS IS CORRECT

The pronoun is the subject of the second part of the sentence, so it must be a subject pronoun: **he**, not *him*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly lowercases the proper noun Edison. C makes a plural noun singular for no reason. D is wrong because *him* should be *he*.

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 of the second part of the sentence, so it must be a subject pronoun: he, not him.”

▶ Walk through why the other choices are traps.

“B wrongly lowercases the proper noun Edison. C makes a plural noun singular for no reason. D is wrong because him should be he.”

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

ANSWER KEY: A — Change him to he

(11)(D)(xvi) · Pronouns: Subjective Case · Sheet 17 of 36 · 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 pronouns, including objective [case]”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use the right pronoun for the object.

An **object pronoun** receives the action: me, you, him, her, it, us, them.

Use an object pronoun after the verb — “The teacher helped me,” not “The teacher helped I.”

SENTENCE WEATHER



Pronoun (MOON)

An object pronoun (blue moon) receives the action: me, him, her, them.

WHERE IT APPEARS: “The Invention of Electricity” — “The discovery amazed **them**.”

This deck teaches **Pronouns: Objective Case** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Pronouns: Objective Case

🕒 ~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 pronouns: objective case — the standard says: ‘edit drafts using standard English conventions, including pronouns, including objective [case].’”

▶ *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.”

ANSWER KEY: Week focus: pronouns: objective case — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Pronouns: Objective Case slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xvii) • Pronouns: Objective Case • Sheet 18 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including objective [case]"

Which word is the pronoun?

Read the sentence. Find the pronoun that takes the place of a noun.

"The bright light surprised her."

I CAN I recognize an object pronoun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 4 • Editing • 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. Which word is the pronoun?
Read the sentence. Find the pronoun that takes the place of a
noun."**

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

"Read this with me: 'The bright light surprised her.'"

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

ANSWER KEY: The pronoun is her (it receives the action).

(11)(D)(xvii) • Pronouns: Objective Case • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The pronoun is her (it receives the action).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "pronouns: objective case" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when pronouns: objective case 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 pronouns, including objective [case]"

Choose the object pronoun.

With support, choose the pronoun that receives the action.

The teacher showed (I / me) the circuit.

I CAN I can choose an object pronoun, with support.

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Grade 3 • CLUSTER 4 • Editing • 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. With support, choose the pronoun that receives the action."

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

"Read this with me: The teacher showed (I / me) the circuit."

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

ANSWER KEY: me (the object pronoun receives the action).

(11)(D)(xvii) • Pronouns: Objective Case • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — me (the object pronoun receives the action).

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 pronouns, including objective [case]"

Show your thinking.

Underline the object pronoun. Tell how you know it receives the action.

"Electricity powers them every day."

I CAN I can show an object pronoun.

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Grade 3 • CLUSTER 4 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the object pronoun. Tell how you know it receives the action."

"Read this with me: 'Electricity powers them every day.'"

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

ANSWER KEY: them receives the action — it is an object pronoun.

(11)(D)(xvii) • Pronouns: Objective Case • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — them receives the action — it is an object pronoun.

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 pronouns, including objective [case]"

Edit on your own.

Find and improve the sentence so the object pronoun is correct.

"The teacher showed Ben and I the battery."

I CAN I can edit object pronouns myself.



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: 'The teacher showed Ben and I the battery.' Find and improve the sentence so the object pronoun is correct."

▶ 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: Ben and me ("showed Ben and me," not "Ben and I").

(11)(D)(xvii) • Pronouns: Objective Case • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Ben and me ("showed Ben and me," not "Ben and I").

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 pronouns, including objective [case]"

Evaluate and transfer.

Defend your change, then write your own sentence using an object pronoun about electricity.

Explain why "showed me" is correct, not "showed I." Then write your own sentence using an object pronoun.

I CAN I can evaluate and use object pronouns.



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."

"Explain why 'showed me' is correct, not 'showed I.' Then write your own sentence using an object pronoun."

▶ 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: "me" is an object pronoun; "I" is a subject pronoun. Example: "The bright bulb surprised us."

(11)(D)(xvii) • Pronouns: Objective Case • Sheet 18 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "me" is an object pronoun; "I" is a subject pronoun. Example: "The bright bulb surprised us."

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 **object 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 pronouns , objective case	"The invention helped them see in the dark." <i>them receives the action (objective case).</i>
MY OWN EXAMPLE: <i>Write your own sentence about electricity. Use an object pronoun (like me, him, or them).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 18 of 36 — 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 (objective case).

(11)(D)(xvii) · Pronouns: Objective Case · Sheet 18 of 36 · 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 pronoun is **her** (it receives the action).



CHOOSE
Tuesday

me (the object pronoun receives the action).



SHOW
Wednesday

them receives the action — it is an object pronoun.



OWN
Thursday

Ben and me (“showed Ben and me,” not “Ben and I”).



DEFEND
Friday

“me” is an object pronoun; “I” is a subject pronoun. Example: “The bright bulb surprised us.”

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 pronoun is *her* (it receives the action). Emergent — *me* (the object pronoun receives the action). Visible — *them* receives the action — it is an object pronoun. Independent — Ben and me (“showed Ben and me,” not “Ben and I”). Reflective — “me” is an object pronoun; “I” is a subject pronoun. Example: “The bright bulb surprised us.”

ANSWER KEY: The pronoun is *her* (it receives the action). · *me* (the object pronoun receives the action). · *them* receives the action — it is an object pronoun. · Ben and me (“showed Ben and me,” not “Ben and I”). · “me” is an object pronoun; “I” is a subject pronoun. Example: “The bright bulb surprised us.”

(11)(D)(xvii) · Pronouns: Objective Case · Sheet 18 of 36 · 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.

(3) The teacher showed Ben and I how a battery works.

What change needs to be made in sentence 3?

A Change Ben and I to Ben and me

B Change teacher to Teacher

C Change battery to batteries

D No change is needed.

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 teacher showed Ben and I how a battery works. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xvii) • Pronouns: Objective Case · Sheet 18 of 36 · 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 Ben and I to Ben and me

WHY THIS IS CORRECT

The pronoun receives the action (it is the object), so it must be an object pronoun: **me**, not *I* — “showed Ben and **me**.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun teacher. C makes a singular noun plural. D is wrong because *I* should be *me*.

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 Ben and I to Ben and me. The pronoun receives the action (it is the object), so it must be an object pronoun: me, not I — “showed Ben and me.””

▶ Walk through why the other choices are traps.

“B wrongly capitalizes the common noun teacher. C makes a singular noun plural. D is wrong because I should be me.”

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

ANSWER KEY: A — Change Ben and I to Ben and me

(11)(D)(xvii) • Pronouns: Objective Case · Sheet 18 of 36 · 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 pronouns, including possessive [case]”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use the right pronoun to show ownership.
A **possessive pronoun** shows ownership: my, your, his, her, its, our, their.
Its shows ownership; *it's* means “it is” — they are not the same.

SENTENCE WEATHER



Pronoun (MOON)

A possessive pronoun (moon) shows ownership: my, your, his, her, their, its.

WHERE IT APPEARS: “The Invention of Electricity” — “The city was proud of **its** new lights.”

This deck teaches **Pronouns: Possessive Case** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Pronouns: Possessive Case

⌚ ~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 pronouns: possessive case — the standard says: ‘edit drafts using standard English conventions, including pronouns, including possessive [case].’”

▶ 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.”

ANSWER KEY: Week focus: pronouns: possessive case — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Pronouns: Possessive Case slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xviii) • Pronouns: Possessive Case • Sheet 19 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including possessive [case]"

Which word shows ownership?

Read the sentence. Find the pronoun that shows who or what owns something.

"The scientist shared her notes."

I CAN I recognize a possessive pronoun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 4 • Editing • 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. Which word shows ownership?
Read the sentence. Find the pronoun that shows who or what
owns something."**

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

"Read this with me: 'The scientist shared her notes.'"

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

ANSWER KEY: The pronoun is her (it shows ownership of the notes).

(11)(D)(xviii) • Pronouns: Possessive Case • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The pronoun is her (it shows ownership of the notes).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "pronouns: possessive case" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when pronouns: possessive case 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 pronouns, including possessive [case]"

Choose the possessive pronoun.

With support, choose the pronoun that shows ownership.

The lamp lost (it's / its) glow.

I CAN I can choose a possessive pronoun, with support.

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Grade 3 • CLUSTER 4 • Editing • 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. With support, choose the pronoun that shows ownership."

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

"Read this with me: The lamp lost (it's / its) glow."

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

ANSWER KEY: its (it shows ownership — a possessive pronoun).

(11)(D)(xviii) • Pronouns: Possessive Case • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — its (it shows ownership — a possessive pronoun).

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 pronouns, including possessive [case]"

Show your thinking.

Underline the possessive pronoun. Tell what it owns.

"The inventors protected their ideas."

I CAN I can show a possessive pronoun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 4 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the possessive pronoun. Tell what it owns."

"Read this with me: 'The inventors protected their ideas.'"

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

ANSWER KEY: their shows the inventors own the ideas.

(11)(D)(xviii) • Pronouns: Possessive Case • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — their shows the inventors own the ideas.

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 pronouns, including possessive [case]"

Edit on your own.

Find and improve the sentence so the possessive pronoun is correct.

"The bulb changed the world with it's power."

I CAN I can edit possessive pronouns myself.



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: 'The bulb changed the world with it's power.' Find and improve the sentence so the possessive pronoun is correct."

▶ 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: its ("its power," not "it's power").

(11)(D)(xviii) • Pronouns: Possessive Case • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — its ("its power," not "it's power").

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 pronouns, including possessive [case]"

Evaluate and transfer.

Defend your change, then write your own sentence using a possessive pronoun about an invention.

Explain why "its power" is correct, not "it's power." Then write your own sentence using a possessive pronoun.

I CAN I can evaluate and use possessive pronouns.



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."

"Explain why 'its power' is correct, not 'it's power.' Then write your own sentence using a possessive pronoun."

▶ *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: "its" shows ownership; "it's" means "it is." Example: "The battery kept its charge for hours."

(11)(D)(xviii) • Pronouns: Possessive Case • Sheet 19 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "its" shows ownership; "it's" means "it is." Example: "The battery kept its charge for hours."

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 pronouns , possessive case	"The town celebrated its first electric lights." <i>its shows ownership — a possessive pronoun.</i>
MY OWN EXAMPLE: <i>Write your own sentence about an invention. Use a possessive pronoun (like its, her, or their).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 19 of 36 — 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 — its shows ownership — a possessive pronoun.

(11)(D)(xviii) · Pronouns: Possessive Case · Sheet 19 of 36 · 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 pronoun is **her** (it shows ownership of the notes).



CHOOSE
Tuesday

its (it shows ownership — a possessive pronoun).



SHOW
Wednesday

their shows the inventors own the ideas.



OWN
Thursday

its ("its power," not "it's power").



DEFEND
Friday

"its" shows ownership; "it's" means "it is." Example: "The battery kept its charge for hours."

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 pronoun is *her* (it shows ownership of the notes). *Emergent* — *its* (it shows ownership — a possessive pronoun). *Visible* — *their* shows the inventors own the ideas. *Independent* — *its* ("its power," not "it's power"). *Reflective* — "its" shows ownership; "it's" means "it is." Example: "The battery kept its charge for hours."

ANSWER KEY: The pronoun is *her* (it shows ownership of the notes). · *its* (it shows ownership — a possessive pronoun). · *their* shows the inventors own the ideas. · *its* ("its power," not "it's power"). · "its" shows ownership; "it's" means "it is." Example: "The battery kept its charge for hours."

(11)(D)(xviii) · Pronouns: Possessive Case · Sheet 19 of 36 · 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.

(4) The light bulb changed the world with it's bright power.

What change, if any, should be made in sentence 4?

- A Change it's to its
- B Change bulb to Bulb
- C Change world to worlds
- D No change is needed.

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 changed the world with it’s bright power. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xviii) • Pronouns: Possessive Case · Sheet 19 of 36 · 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 it's to its

WHY THIS IS CORRECT

Its is the possessive pronoun that shows ownership of the power. *It's* means “it is,” which does not fit here.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun bulb. C makes a singular noun plural. D is wrong because *it's* should be *its*.

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. Its is the possessive pronoun that shows ownership of the power. It’s means “it is,” which does not fit here.”

▶ Walk through why the other choices are traps.

“B wrongly capitalizes the common noun bulb. C makes a singular noun plural. D is wrong because it’s should be its.”

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

ANSWER KEY: A — Change it’s to its

(11)(D)(xviii) • Pronouns: Possessive Case · Sheet 19 of 36 · 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 capitalization of official titles of people”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I capitalize an official title used with a name.

A **title of a person** is capitalized when it comes right before a name: President Roosevelt, Doctor Edison, Mayor Green.

A title used alone, without a name, usually stays lowercase: “the president spoke.”

KEY IDEA

KEY IDEA:

Capitalize an official title when it is used right before a person's name — like President Lincoln or Doctor Franklin.

WHERE IT APPEARS: “The Invention of Electricity” — “**President** Roosevelt praised the new invention.”

This deck teaches **Capitalizing Titles of People** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Titles of People

⌚ ~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 titles of people — 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.”

ANSWER KEY: Week focus: capitalizing titles of people — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Titles of People slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxii) • Capitalizing Titles of People • Sheet 20 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of official titles of people"

Which words name a title?

Read the sentence. Find the official title used with a person's name.

"Doctor Edison showed the class his lab."

I CAN I recognize a title of a person.

The Writing Academy®, LLC



Grade 3 • CLUSTER 4 • Editing • 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. Which words name a title? Read the sentence. Find the official title used with a person's name."

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

"Read this with me: 'Doctor Edison showed the class his lab.'"

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

ANSWER KEY: The title is Doctor (used with the name Edison).

(11)(D)(xxii) • Capitalizing Titles of People • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The title is Doctor (used with the name Edison).

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "capitalizing titles of people" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing titles of people 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 capital.

With support, choose the form that capitalizes the title with the name.

They wrote to (mayor / Mayor) Green about street lights.

I CAN I can choose the capitalized title, with support.

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Grade 3 • CLUSTER 4 • Editing • 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. With support, choose the form that capitalizes the title with the name."

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

"Read this with me: They wrote to (mayor / Mayor) Green about street lights."

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

ANSWER KEY: Mayor (a title before the name Green — capital M).

(11)(D)(xxii) • Capitalizing Titles of People • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Mayor (a title before the name Green — capital M).

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"

Show your thinking.

Underline the title. Tell why it needs a capital.

"President Roosevelt visited the new power plant."

I CAN I can show why a title is capitalized.

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Grade 3 • CLUSTER 4 • Editing • Wednesday

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

⌚ ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the title. Tell why it needs a capital."

"Read this with me: 'President Roosevelt visited the new power plant.'"

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

ANSWER KEY: President is a title used with the name Roosevelt, so it is capitalized.

(11)(D)(xxii) • Capitalizing Titles of People • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — President is a title used with the name Roosevelt, so it is capitalized.

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"

Edit on your own.

Find and improve the sentence so the title is capitalized.

"a report about president Roosevelt"

I CAN I can edit titles of people myself.



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: 'a report about president Roosevelt' Find and improve the sentence so the title is capitalized."

▶ 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: President ("President Roosevelt," with a capital P).

(11)(D)(xxii) • Capitalizing Titles of People • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — President ("President Roosevelt," with a capital P).

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"

Evaluate and transfer.

Defend your change, then write your own sentence using a title with a name.

Explain why "President Roosevelt" is capitalized but "the president" alone is not. Then write your own sentence using a title with a name.

I CAN I can capitalize titles of people 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."

"Explain why 'President Roosevelt' is capitalized but 'the president' alone is not. Then write your own sentence using a title with a name."

▶ *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: "President Roosevelt" is capitalized because the title is used with the name; "the president" alone stays lowercase. Example: "Governor Lee opened the new plant."

(11)(D)(xxii) • Capitalizing Titles of People • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "President Roosevelt" is capitalized because the title is used with the name; "the president" alone stays lowercase. Example: "Governor Lee opened the new plant."

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 **capitalize titles of people** 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	“Doctor Franklin studied lightning and electricity.” <i>Doctor is a title used with the name Franklin, so it is capitalized.</i>
MY OWN EXAMPLE: <i>Write your own sentence that uses a title with a person’s name (like President Roosevelt or Doctor Edison).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 20 of 36 — 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 — Doctor is a title used with the name Franklin, so it is capitalized.

(11)(D)(xxii) · Capitalizing Titles of People · Sheet 20 of 36 · 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 title is **Doctor** (used with the name Edison).



CHOOSE
Tuesday

Mayor (a title before the name Green — capital M).



SHOW
Wednesday

President is a title used with the name Roosevelt, so it is capitalized.



OWN
Thursday

President (“President Roosevelt,” with a capital P).



DEFEND
Friday

“President Roosevelt” is capitalized because the title is used with the name; “the president” alone stays lowercase. Example: “Governor Lee opened the new plant.”

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 title is Doctor (used with the name Edison). Emergent — Mayor (a title before the name Green — capital M). Visible — President is a title used with the name Roosevelt, so it is capitalized. Independent — President (“President Roosevelt,” with a capital P). Reflective — “President Roosevelt” is capitalized because the title is used with the name; “the president” alone stays lowercase. Example: “Governor Lee opened the new plant.”

ANSWER KEY: The title is Doctor (used with the name Edison). · Mayor (a title before the name Green — capital M). · President is a title used with the name Roosevelt, so it is capitalized. · President (“President Roosevelt,” with a capital P). · “President Roosevelt” is capitalized because the title is used with the name; “the president” alone stays lowercase. Example: “Governor Lee opened the new plant.”

(11)(D)(xxii) · Capitalizing Titles of People · Sheet 20 of 36 · 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 students wrote a report about president Roosevelt and electricity.

What change should be made in sentence 1?

A Change president to President

B Change students to Students

C Change report to reports

D Change electricity to Electricity

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 students wrote a report about president Roosevelt and electricity. 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.

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxii) · Capitalizing Titles of People · Sheet 20 of 36 · 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 president to President

WHY THIS IS CORRECT

President is an official title used right before the name Roosevelt, so it must be capitalized: **President Roosevelt**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun students. C makes a singular noun plural. D wrongly capitalizes the common noun electricity.

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 president to President. President is an official title used right before the name Roosevelt, so it must be capitalized: President Roosevelt.”

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

“B wrongly capitalizes the common noun students. C makes a singular noun plural. D wrongly capitalizes the common noun electricity.”

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

ANSWER KEY: A — Change president to President

(11)(D)(xxii) · Capitalizing Titles of People · Sheet 20 of 36 · 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 complete compound sentences with subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I make sure both parts of a compound sentence agree. A **compound sentence** joins two complete sentences with a comma and a conjunction (and, but, or). Each subject must match its verb — “Cars roll and the line moves,” not “the line move.”

SENTENCE WEATHER



Subject (SUN)



Verb (RAINDROP)

In a compound sentence, each SUN and RAINDROP must agree.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — “Workers build cars, and the line **moves** all day.”

This deck teaches **Compound Sentences with Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Compound Sentences with Subject-Verb Agreement

⌚ ~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 with subject-verb agreement — the standard says: ‘edit drafts using standard English conventions, including complete 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.”

ANSWER KEY: Week focus: compound sentences with subject-verb agreement — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Compound Sentences with Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ii) • Compound Sentences with Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which are the subjects and verbs?

Read the sentence. Find the subject and verb in each part.

"Ford plans, and the team works."

I CAN I recognize the subjects and verbs in a compound sentence.

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Grade 3 • CLUSTER 5 • Editing • 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. Which are the subjects and verbs? Read the sentence. Find the subject and verb in each part."

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

"Read this with me: 'Ford plans, and the team works.'"

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

ANSWER KEY: Subjects Ford / team; verbs plans / works.

(11)(D)(ii) • Compound Sentences with Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Subjects Ford / team; verbs plans / works.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "compound sentences with subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when compound sentences with subject-verb agreement 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 complete compound sentences with subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb that matches the subject in the second part.

Workers build cars, and the line (move / moves).

I CAN I can choose a verb that agrees, with support.

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Grade 3 • CLUSTER 5 • Editing • 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. With support, choose the verb that matches the subject in the second part."

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

"Read this with me: Workers build cars, and the line (move / moves)."

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

ANSWER KEY: moves (the singular subject "line" takes "moves").

(11)(D)(ii) • Compound Sentences with Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — moves (the singular subject "line" takes "moves").

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 complete compound sentences with subject-verb agreement"

Show your thinking.

Underline each subject once and each verb twice. Tell how you know they agree.

"The engine starts, and the wheels turn."

I CAN I can show that subjects and verbs agree in both parts.

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Grade 3 • CLUSTER 5 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline each subject once and each verb twice. Tell how you know they agree."

"Read this with me: 'The engine starts, and the wheels turn.'"

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

ANSWER KEY: engine starts and wheels turn — both parts agree.

(11)(D)(ii) • Compound Sentences with Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — engine starts and wheels turn — both parts agree.

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 complete compound sentences with subject-verb agreement"

Edit on your own.

Find and improve the sentence so both parts agree — no word bank.

"Workers build cars, and the line move quickly."

I CAN I can edit compound sentences for agreement myself.



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: 'Workers build cars, and the line move quickly.' Find and improve the sentence so both parts agree — no word bank."

▶ 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: moves ("the line moves," not "the line move").

(11)(D)(ii) • Compound Sentences with Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — moves ("the line moves," not "the line move").

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 complete compound sentences with subject-verb agreement"

Evaluate and transfer.

Defend your change, then write your own compound sentence about the assembly line.

Explain why "the line moves" is correct, not "the line move." Then write your own compound sentence with two parts that agree.

I CAN I can evaluate agreement and write 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."

"Explain why 'the line moves' is correct, not 'the line move.' Then write your own compound sentence with two parts that agree."

► *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 line moves" agrees with the singular subject. Example: "The bell rings, and the workers begin."

(11)(D)(ii) • Compound Sentences with Subject-Verb Agreement • Sheet
21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "the line moves" agrees with the singular subject. Example: "The bell rings, and the workers begin."

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 sentence agreement** 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	"Ford designs the car, and workers build it." <i>Each subject matches its verb: Ford designs, workers build.</i>
MY OWN EXAMPLE: <i>Write your own compound sentence about the factory. Make sure both parts agree.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 21 of 36 — 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 — Each subject matches its verb: Ford designs, workers build.

(11)(D)(ii) · Compound Sentences with Subject-Verb Agreement · Sheet 21 of 36 · 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

Subjects **Ford / team**; verbs **plans / works**.



CHOOSE
Tuesday

moves (the singular subject “line” takes “moves”).



SHOW
Wednesday

engine **starts** and wheels **turn** — both parts agree.



OWN
Thursday

moves (“the line moves,” not “the line move”).



DEFEND
Friday

“the line moves” agrees with the singular subject. Example: “The bell rings, and the workers begin.”

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 — Subjects **Ford / team**; verbs **plans / works**. Emergent — moves (the singular subject “line” takes “moves”). Visible — engine starts and wheels turn — both parts agree. Independent — moves (“the line moves,” not “the line move”). Reflective — “the line moves” agrees with the singular subject. Example: “The bell rings, and the workers begin.”

ANSWER KEY: Subjects **Ford / team**; verbs **plans / works**. · moves (the singular subject “line” takes “moves”). · engine starts and wheels turn — both parts agree. · moves (“the line moves,” not “the line move”). · “the line moves” agrees with the singular subject. Example: “The bell rings, and the workers begin.”

(11)(D)(ii) · Compound Sentences with Subject-Verb Agreement · Sheet 21 of 36 · 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.

(2) Workers build the cars, and the assembly line move quickly.

What change should be made in sentence 2?

- A Change move to moves
- B Change Workers to workers
- C Change cars to Cars
- D No change is needed.

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: Workers build the cars, and the assembly line move quickly. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(ii) · Compound Sentences with Subject-Verb Agreement · Sheet 21 of 36 · 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 move to moves

WHY THIS IS CORRECT

In the second part of the compound sentence, the singular subject *line* needs a singular verb: **moves**, not *move*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly lowercases *Workers*, which is correct at the start of a sentence. C wrongly capitalizes the common noun cars. D is wrong because *move* should be *moves*.

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 move to moves. In the second part of the compound sentence, the singular subject line needs a singular verb: moves, not move.”

▶ Walk through why the other choices are traps.

“B wrongly lowercases Workers, which is correct at the start of a sentence. C wrongly capitalizes the common noun cars. D is wrong because move should be moves.”

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

ANSWER KEY: A — Change move to moves

(11)(D)(ii) · Compound Sentences with Subject-Verb Agreement · Sheet 21 of 36 · 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 coordinating conjunctions to form compound subjects”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I join two subjects with a coordinating conjunction. A **compound subject** is two subjects joined by *and*, *but*, or *or*: “Ford and his workers built cars.”

The joining word (and, but, or) is a coordinating conjunction.

SENTENCE WEATHER



Conjunction (RAINBOW)

A coordinating conjunction (rainbow: and, but, or) joins two subjects into one.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — “**Ford and his team** changed how cars were made.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • 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 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.”

ANSWER KEY: Week focus: compound subjects — see the standard and the five-day roadmap above.

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

(11)(D)(xix) • Compound Subjects • Sheet 22 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which words are the subjects?

Read the sentence. Find the two subjects that do the action.

"Cars and trucks rolled off the line."

I CAN I recognize a compound subject.

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Grade 3 • CLUSTER 5 • Editing • 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. Which words are the subjects? Read the sentence. Find the two subjects that do the action."

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

"Read this with me: 'Cars and trucks rolled off the line.'"

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

ANSWER KEY: The subjects are Cars and trucks.

(11)(D)(xix) • Compound Subjects • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The subjects are Cars and trucks.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "compound subjects" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when 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 joining word.

With support, choose the conjunction that joins the two subjects.

Ford (or / and) his workers built the line.

I CAN I can choose the conjunction that joins two subjects, with support.

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Grade 3 • CLUSTER 5 • Editing • 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. With support, choose the conjunction that joins the two subjects."

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

"Read this with me: Ford (or / and) his workers built the line."

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

ANSWER KEY: and (it joins the two subjects).

(11)(D)(xix) • Compound Subjects • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — and (it joins the two subjects).

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"

Show your thinking.

Underline the two subjects and circle the conjunction. Tell how they work together.

"Engineers and designers planned the Model T."

I CAN I can show a compound subject and its conjunction.

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Grade 3 • CLUSTER 5 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the two subjects and circle the conjunction. Tell how they work together."

"Read this with me: 'Engineers and designers planned the Model T.'"

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

ANSWER KEY: Engineers and designers is a compound subject joined by and.

(11)(D)(xix) • Compound Subjects • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Engineers and designers is a compound subject joined by 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 coordinating conjunctions to form compound subjects"

Edit on your own.

Find and improve the sentence so the two subjects are joined correctly.

"Henry Ford his workers built the line."

I CAN I can edit compound subjects myself.



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: 'Henry Ford his workers built the line.' Find and improve the sentence so the two subjects are joined correctly."

▶ 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: Ford and his workers (joined by and).

(11)(D)(xix) • Compound Subjects • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Ford and his workers (joined by and).

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"

Evaluate and transfer.

Defend your change, then write your own sentence with a compound subject about the factory.

Explain why "Ford and his workers" needs the word *and*. Then write your own sentence with two subjects joined by a conjunction.

I CAN I can evaluate and write compound 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."

"Explain why 'Ford and his workers' needs the word *and*. Then write your own sentence with two subjects joined by a conjunction."

▶ *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: "Ford and his workers" joins two subjects with *and*. Example: "The car and the wagon shared the road."

(11)(D)(xix) • Compound Subjects • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Ford and his workers" joins two subjects with *and*. Example: "The car and the wagon shared the road."

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 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	"Ford and Edison admired each other's inventions." <i>Two subjects, Ford and Edison, are joined by and.</i>
MY OWN EXAMPLE: <i>Write your own sentence with a compound subject (two subjects joined by and, but, or).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 22 of 36 — 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 — Two subjects, Ford and Edison, are joined by and.

(11)(D)(xix) · Compound Subjects · Sheet 22 of 36 · 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 subjects are **Cars and trucks**.



CHOOSE
Tuesday

and (it joins the two subjects).



SHOW
Wednesday

Engineers and designers is a compound subject joined by and.



OWN
Thursday

Ford and his workers (joined by *and*).



DEFEND
Friday

“Ford and his workers” joins two subjects with *and*. Example: “The car and the wagon shared the road.”

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 subjects are *Cars and trucks*. *Emergent* — and (it joins the two subjects). *Visible* — *Engineers and designers* is a compound subject joined by *and*. *Independent* — *Ford and his workers* (joined by *and*). *Reflective* — “*Ford and his workers*” joins two subjects with *and*. Example: “*The car and the wagon shared the road.*”

ANSWER KEY: The subjects are *Cars and trucks*. · and (it joins the two subjects). · *Engineers and designers* is a compound subject joined by *and*. · *Ford and his workers* (joined by *and*). · “*Ford and his workers*” joins two subjects with *and*. Example: “*The car and the wagon shared the road.*”

(11)(D)(xix) · Compound Subjects · Sheet 22 of 36 · 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.

(3) Henry Ford his workers built the first moving assembly line.

What change needs to be made in sentence 3?

- A Insert and after Ford
- B Change built to build
- C Change workers to Workers
- D No change is needed.

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: Henry Ford his workers built the first moving assembly line. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xix) · Compound Subjects · Sheet 22 of 36 · 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 Insert and after Ford

WHY THIS IS CORRECT

Two subjects, *Henry Ford* and *his workers*, must be joined by a coordinating conjunction: **Henry Ford and his workers.**

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B changes a correct past-tense verb. C wrongly capitalizes the common noun workers. D is wrong because the compound subject needs *and*.

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 and after Ford. Two subjects, Henry Ford and his workers, must be joined by a coordinating conjunction: Henry Ford and his workers.”

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

“B changes a correct past-tense verb. C wrongly capitalizes the common noun workers. D is wrong because the compound subject needs and.”

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

ANSWER KEY: A — Insert and after Ford

(11)(D)(xix) · Compound Subjects · Sheet 22 of 36 · 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 coordinating conjunctions to form compound predicates”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I join two verbs with a coordinating conjunction.

A **compound predicate** is two verbs joined by *and*, *but*, or *or*. “The car rolled and stopped.”

Both verbs should match in tense.

SENTENCE WEATHER



Conjunction (RAINBOW)

A coordinating conjunction (rainbow) joins two verbs into a compound predicate.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — “The Model T rolled **and** drove for miles.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • 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 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.”

ANSWER KEY: Week focus: compound predicates — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Compound Predicates slide deck · student Editing Tracking Sheets · highlighters/pencils.

(11)(D)(xx) · Compound Predicates · Sheet 23 of 36 · Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Which words are the verbs?

Read the sentence. Find the two verbs that tell what the subject does.

"The engine roared and rumbled."

I CAN I recognize a compound predicate.

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Grade 3 • CLUSTER 5 • Editing • 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. Which words are the verbs? Read the sentence. Find the two verbs that tell what the subject does."

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

"Read this with me: 'The engine roared and rumbled.'"

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

ANSWER KEY: The verbs are roared and rumbled.

(11)(D)(xx) • Compound Predicates • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The verbs are roared and rumbled.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "compound predicates" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when 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 matching verb.

With support, choose the verb form that matches the other verb's tense.

The car rolled and (drive / drove) down the road.

I CAN I can choose a matching verb, with support.

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Grade 3 • CLUSTER 5 • Editing • 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. With support, choose the verb form that matches the other verb's tense."

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

"Read this with me: The car rolled and (drive / drove) down the road."

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

ANSWER KEY: drove (it matches the past-tense verb rolled).

(11)(D)(xx) • Compound Predicates • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — drove (it matches the past-tense verb rolled).

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"

Show your thinking.

Underline both verbs and circle the conjunction. Tell how you know they match.

"Ford planned and built the factory."

I CAN I can show a compound predicate and its conjunction.

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Grade 3 • CLUSTER 5 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline both verbs and circle the conjunction. Tell how you know they match."

"Read this with me: 'Ford planned and built the factory.'"

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

ANSWER KEY: planned and built are two past-tense verbs joined by and.

(11)(D)(xx) • Compound Predicates • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — planned and built are two past-tense verbs joined by 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 coordinating conjunctions to form compound predicates"

Edit on your own.

Find and improve the sentence so both verbs match in tense.

"The Model T rolled off the line and drive on rough roads."

I CAN I can edit compound predicates myself.



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: 'The Model T rolled off the line and drive on rough roads.' Find and improve the sentence so both verbs match in tense."

▶ 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: drove ("rolled and drove," both past tense).

(11)(D)(xx) • Compound Predicates • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — drove ("rolled and drove," both past tense).

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"

Evaluate and transfer.

Defend your change, then write your own sentence with a compound predicate about a car.

Explain why "rolled and drove" both match. Then write your own sentence with two verbs joined by a conjunction.

I CAN I can evaluate and write compound predicates.



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."

"Explain why 'rolled and drove' both match. Then write your own sentence with two verbs joined by a conjunction."

▶ *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: "rolled and drove" both match in tense. Example: "The engine started and hummed."

(11)(D)(xx) • Compound Predicates • Sheet 23 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "rolled and drove" both match in tense. Example: "The engine started and hummed."

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 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	“The workers cut and shaped the metal.” <i>Two verbs, cut and shaped, are joined by and and both are past tense.</i>
MY OWN EXAMPLE: <i>Write your own sentence with a compound predicate (two verbs joined by and, but, or).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 23 of 36 — 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 — Two verbs, cut and shaped, are joined by and and both are past tense.

(11)(D)(xx) · Compound Predicates · Sheet 23 of 36 · 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 verbs are **roared and rumbled**.



CHOOSE
Tuesday

drove (it matches the past-tense verb rolled).



SHOW
Wednesday

planned and built are two past-tense verbs joined by and.



OWN
Thursday

drove ("rolled and drove," both past tense).



DEFEND
Friday

"rolled and drove" both match in tense. Example: "The engine started and hummed."

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 verbs are *roared and rumbled*. *Emergent* — *drove* (it matches the past-tense verb *rolled*). *Visible* — *planned and built* are two past-tense verbs joined by *and*. *Independent* — *drove* ("rolled and drove," both past tense).
Reflective — "rolled and drove" both match in tense. Example: "The engine started and hummed."

ANSWER KEY: The verbs are *roared and rumbled*. · *drove* (it matches the past-tense verb *rolled*). · *planned and built* are two past-tense verbs joined by *and*. · *drove* ("rolled and drove," both past tense). · "rolled and drove" both match in tense. Example: "The engine started and hummed."

(11)(D)(xx) · Compound Predicates · Sheet 23 of 36 · 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.

(4) The Model T rolled off the line and drive on rough country roads.

What change, if any, should be made in sentence 4?

- A Change drive to drove
- B Change Model T to model t
- C Change roads to Roads
- D No change is needed.

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 Model T rolled off the line and drive on rough country roads. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xx) · Compound Predicates · Sheet 23 of 36 · 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 drive to drove

WHY THIS IS CORRECT

The compound predicate joins two past-tense verbs: *rolled* and **drove**. *Drive* is the wrong tense.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly lowercases the proper noun Model T. C wrongly capitalizes the common noun roads. D is wrong because *drive* should be *drove*.

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 drive to drove. The compound predicate joins two past-tense verbs: rolled and drove. Drive is the wrong tense.”

▶ Walk through why the other choices are traps.

“B wrongly lowercases the proper noun Model T. C wrongly capitalizes the common noun roads. D is wrong because drive should be drove.”

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

ANSWER KEY: A — Change drive to drove

(11)(D)(xx) · Compound Predicates · Sheet 23 of 36 · 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 coordinating conjunctions to form compound sentences”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I join two complete sentences correctly.

A **compound sentence** joins two complete sentences with a comma and a coordinating conjunction (and, but, or).

Without both the comma and the conjunction, you get a run-on or a comma splice.

SENTENCE WEATHER



Conjunction (RAINBOW)

A coordinating conjunction (rainbow) + a comma joins two complete sentences.

WHERE IT APPEARS: “Henry Ford: Visionary of Travel” — “Ford lowered the price, **and** more people could buy cars.”

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 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.”

ANSWER KEY: Week focus: compound sentences — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Compound Sentences 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 sentences"

Where are the two sentences?

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

"The line moved, and the cars appeared."

I CAN I recognize the two parts of a compound 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. Where are the two sentences? Read the sentence. Find the two complete sentences that are joined."

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

"Read this with me: 'The line moved, and the cars appeared.'"

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

ANSWER KEY: The two sentences are "The line moved" and "the cars appeared."

(11)(D)(xxi) • Compound Sentences • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The two sentences are "The line moved" and "the cars appeared."

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 coordinating conjunctions to form compound sentences"

Choose the correct join.

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

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

I CAN I can choose the comma + conjunction, with support.

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Grade 3 • CLUSTER 5 • Editing • 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. With support, choose the correct way to join the two sentences."

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

"Read this with me: Ford lowered the price (price more / price, and more) people could buy cars."

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

ANSWER KEY: price, and more (a comma plus the conjunction and).

(11)(D)(xxi) • Compound Sentences • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — price, and more (a comma plus the conjunction and).

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"

Show your thinking.

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

"Cars were cheaper, so more families drove."

I CAN I can show how a compound sentence is joined.

The Writing Academy®, LLC



Grade 3 • CLUSTER 5 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Circle the comma and the conjunction. Tell how they join the two sentences."

"Read this with me: 'Cars were cheaper, so more families drove.'"

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

ANSWER KEY: The comma and so join the two complete sentences.

(11)(D)(xxi) • Compound Sentences • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — The comma and so join the two complete sentences.

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"

Edit on your own.

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

"Ford lowered the price more people could buy cars."

I CAN I can edit compound sentences myself.



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: 'Ford lowered the price more people could buy cars.' Find and improve the run-on so it is a correct compound sentence."

▶ 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: price, and more (add a comma and and).

(11)(D)(xxi) • Compound Sentences • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — price, and more (add a comma and and).

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"

Evaluate and transfer.

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

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

I CAN I can evaluate and write 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."

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

▶ *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 compound sentence needs a comma + conjunction. Example: "The factory grew, and the town grew with it."

(11)(D)(xxi) • Compound Sentences • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A compound sentence needs a comma + conjunction. Example: "The factory grew, and the town grew with it."

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)(xxi) edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences	“The Model T was simple, and it was cheap.” <i>Two complete sentences joined by a comma and the conjunction and.</i>
MY OWN EXAMPLE: <i>Write your own compound sentence: two complete sentences joined by a comma and a conjunction.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 24 of 36 — 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 — Two complete sentences joined by a comma and the conjunction and.

(11)(D)(xxi) · Compound Sentences · Sheet 24 of 36 · 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 two sentences are “The line moved” and “the cars appeared.”



CHOOSE
Tuesday

price, and more (a comma plus the conjunction and).



SHOW
Wednesday

The comma and **so** join the two complete sentences.



OWN
Thursday

price, and more (add a comma and *and*).



DEFEND
Friday

A compound sentence needs a comma + conjunction. Example: “The factory grew, and the town grew with it.”

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 sentences are “The line moved” and “the cars appeared.”
Emergent — price, and more (a comma plus the conjunction and). *Visible* — The comma and so join the two complete sentences. *Independent* — price, and more (add a comma and and). *Reflective* — A compound sentence needs a comma + conjunction. Example: “The factory grew, and the town grew with it.”

ANSWER KEY: The two sentences are “The line moved” and “the cars appeared.” · price, and more (a comma plus the conjunction and). · The comma and so join the two complete sentences. · price, and more (add a comma and and). · A compound sentence needs a comma + conjunction. Example: “The factory grew, and the town grew with it.”

(11)(D)(xxi) · Compound Sentences · Sheet 24 of 36 · 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) Ford lowered the price more people could buy cars.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

A Ford lowered the price, and more people could buy cars.

B Ford lowered the price more people could buy cars.

C Ford lowered the price, more people could buy cars.

D Ford lowered the price and, more people could buy cars.

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: Ford lowered the price more people could buy cars. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxi) • Compound Sentences · Sheet 24 of 36 · 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 Ford lowered the price, and more people could buy cars.

WHY THIS IS CORRECT

Two complete sentences joined into a compound sentence need a comma AND a coordinating conjunction: **Ford lowered the price, and more people could buy cars.**

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B is a run-on (no comma or conjunction). C is a comma splice (a comma but no conjunction). D puts the comma in the wrong place, after *and*.

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 — Ford lowered the price, and more people could buy cars. Two complete sentences joined into a compound sentence need a comma AND a coordinating conjunction: Ford lowered the price, and more people could buy cars.”

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

“B is a run-on (no comma or conjunction). C is a comma splice (a comma but no conjunction). D puts the comma in the wrong place, after and.”

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

ANSWER KEY: A — Ford lowered the price, and more people could buy cars.

(11)(D)(xxi) · Compound Sentences · Sheet 24 of 36 · 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 punctuation marks, including commas in compound sentences”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I put a comma in the right place in a compound sentence.

A **compound sentence** joins two complete sentences with a comma **and** a conjunction: “The bike slipped, and I fell.”

The comma goes right before the joining word (and, but, or).

KEY IDEA

In a compound sentence, put a comma before the joining word (and, but, or).

WHERE IT APPEARS: “Crash” — “The brakes squeaked, and the bike stopped.”

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 punctuation marks, 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.”

ANSWER KEY: Week focus: 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.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"

Where are the two sentences?

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

"The path was steep, and the rider slowed down."

I CAN I recognize the two parts of a compound sentence.

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Grade 3 • CLUSTER 6 • Editing • 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. Where are the two sentences? Read the sentence. Find the two complete sentences that are joined."

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

"Read this with me: 'The path was steep, and the rider slowed down.'"

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

ANSWER KEY: The two sentences are "The path was steep" and "the rider slowed down."

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 25 of 36 •
Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The two sentences are "The path was steep" and "the rider slowed down."

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 punctuation marks, including commas in compound sentences"

Choose the correct comma spot.

With support, choose where the comma belongs.

The road was wet (wet and / wet, and) the tires slipped.

I CAN I can choose where the comma goes, with support.

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Grade 3 • CLUSTER 6 • Editing • 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. With support, choose where the comma belongs."

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

"Read this with me: The road was wet (wet and / wet, and) the tires slipped."

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

ANSWER KEY: wet, and (the comma goes before and).

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — wet, and (the comma goes before and).

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 punctuation marks, including commas in compound sentences"

Show your thinking.

Mark where the comma belongs and circle the conjunction. Tell why.

"The wheel bent, but the frame held."

I CAN I can show where the comma goes in a compound sentence.

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Grade 3 • CLUSTER 6 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Mark where the comma belongs and circle the conjunction. Tell why."

"Read this with me: 'The wheel bent, but the frame held.'"

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

ANSWER KEY: The comma before but joins the two sentences.

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — The comma before but joins the two sentences.

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 punctuation marks, including commas in compound sentences"

Edit on your own.

Find and improve the sentence so the comma is in the right place.

"The road was wet and the tires slipped."

I CAN I can edit commas in compound sentences myself.



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: 'The road was wet and the tires slipped.' Find and improve the sentence so the comma is in the right place."

▶ 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: wet, and ("The road was wet, and the tires slipped").

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 25 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — wet, and ("The road was wet, and the tires slipped").

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 punctuation marks, including commas in compound sentences"

Evaluate and transfer.

Defend your change, then write your own compound sentence with the comma placed correctly.

Explain why the comma goes before *and*. Then write your own compound sentence with a comma and a conjunction.

I CAN I can evaluate and punctuate 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."

"Explain why the comma goes before *and*. Then write your own compound sentence with a comma and a conjunction."

► *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 *and* in a compound sentence. Example: "The chain broke, and the pedals stopped."

(11)(D)(xxviii) • Commas in Compound Sentences • Sheet 25 of 36 •
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 *and* in a compound sentence. Example: "The chain broke, and the pedals stopped."

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	"The tire popped, and the bike wobbled." <i>The comma goes before and, joining two complete sentences.</i>
MY OWN EXAMPLE: <i>Write your own compound sentence. Put the comma before the joining word.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 25 of 36 — 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 goes before and, joining two complete sentences.

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 25 of 36 · 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 sentences are “The path was steep” and “the rider slowed down.”



CHOOSE
Tuesday

wet, and (the comma goes before and).



SHOW
Wednesday

The comma before **but** joins the two sentences.



OWN
Thursday

wet, and (“The road was wet, and the tires slipped”).



DEFEND
Friday

The comma goes before *and* in a compound sentence. Example: “The chain broke, and the pedals stopped.”

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 sentences are “The path was steep” and “the rider slowed down.”
Emergent — wet, and (the comma goes before and).
Visible — The comma before but joins the two sentences.
Independent — wet, and (“The road was wet, and the tires slipped”).
Reflective — The comma goes before and in a compound sentence. Example: “The chain broke, and the pedals stopped.”

ANSWER KEY: The two sentences are “The path was steep” and “the rider slowed down.” · wet, and (the comma goes before and). · The comma before but joins the two sentences. · wet, and (“The road was wet, and the tires slipped”). · The comma goes before and in a compound sentence. Example: “The chain broke, and the pedals stopped.”

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 25 of 36 · 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.

(2) The road was wet and the tires slipped on the turn.

What change should be made in sentence 2?

A Insert a comma after wet

B Change slipped to sliped

C Change road to Road

D No change is needed.

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 road was wet and the tires slipped on the turn. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 25 of 36 · 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 wet

WHY THIS IS CORRECT

This is a compound sentence (two complete sentences joined by *and*), so it needs a comma before *and*: **The road was wet, and the tires slipped.**

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B misspells slipped. C wrongly capitalizes the common noun road. D is wrong because the compound sentence needs a comma before *and*.

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 wet. This is a compound sentence (two complete sentences joined by *and*), so it needs a comma before *and*: The road was wet, and the tires slipped.”

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

“B misspells slipped. C wrongly capitalizes the common noun road. D is wrong because the compound sentence needs a comma before *and*.”

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

ANSWER KEY: A — Insert a comma after wet

(11)(D)(xxviii) · Commas in Compound Sentences · Sheet 25 of 36 · 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 punctuation marks, including commas in items in a series”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use commas to separate items in a list.
 When you list **three or more** items, put a comma after each one (except the last).
 Example: “We packed helmets, water, and snacks.”

KEY IDEA

When you list three or more items, put a comma after each one (except the last).

WHERE IT APPEARS: “Crash” — “She checked the brakes, the tires, and the chain.”

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 punctuation marks, including commas in items 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.”

ANSWER KEY: Week focus: 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 26 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including commas in items in a series"

What is being listed?

Read the sentence. Find the three or more items in the list.

"He grabbed a helmet, gloves, and pads."

I CAN I recognize a series of items.

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Grade 3 • CLUSTER 6 • Editing • 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. What is being listed? Read the sentence. Find the three or more items in the list."

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

"Read this with me: 'He grabbed a helmet, gloves, and pads.'"

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

ANSWER KEY: The items are helmet, gloves, and pads.

(11)(D)(xxix) • Commas in a Series • Sheet 26 of 36 • 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 helmet, gloves, and pads.

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 punctuation marks, including commas in items in a series"

Choose the correct commas.

With support, choose the list with the commas in the right places.

We packed (helmets water and snacks / helmets, water, and snacks).

I CAN I can choose where the commas go, with support.

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Grade 3 • CLUSTER 6 • Editing • 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. With support, choose the list with the commas in the right places."

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

"Read this with me: We packed (helmets water and snacks / helmets, water, and snacks)."

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

ANSWER KEY: helmets, water, and snacks (commas after each item).

(11)(D)(xxix) • Commas in a Series • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — helmets, water, and snacks (commas after each item).

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 punctuation marks, including commas in items in a series"

Show your thinking.

Mark where each comma belongs. Tell why the series needs them.

"The trail had rocks, roots, and mud."

I CAN I can show where commas go in a series.

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Grade 3 • CLUSTER 6 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Mark where each comma belongs. Tell why the series needs them."

"Read this with me: 'The trail had rocks, roots, and mud.'"

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

ANSWER KEY: The commas separate rocks, roots, and mud.

(11)(D)(xxix) • Commas in a Series • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — The commas separate rocks, roots, and mud.

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 punctuation marks, including commas in items in a series"

Edit on your own.

Find and improve the sentence so the series has commas.

"We packed helmets water and snacks."

I CAN I can edit commas in a series myself.



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: 'We packed helmets water and snacks.' Find and improve the sentence so the series has commas."

▶ 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: helmets, water, and snacks (insert commas after helmets and water).

(11)(D)(xxix) • Commas in a Series • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — helmets, water, and snacks (insert commas after helmets and water).

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 punctuation marks, including commas in items in a series"

Evaluate and transfer.

Defend your change, then write your own sentence that lists three or more things.

Explain why each item needs a comma. Then write your own sentence with a series of three or more items.

I CAN I can evaluate and punctuate 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."

"Explain why each item needs a comma. Then write your own sentence with a series of three or more items."

▶ *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: Each item in a series of three or more needs a comma. Example: "She fixed the seat, the chain, and the brakes."

(11)(D)(xxix) • Commas in a Series • Sheet 26 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Each item in a series of three or more needs a comma. Example: "She fixed the seat, the chain, and the brakes."

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 items in a series	"The kit held bandages, tape, and scissors. " <i>Each item in the list is separated by a comma.</i>
MY OWN EXAMPLE: <i>Write your own sentence that lists three or more items, with commas.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 26 of 36 — 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 — Each item in the list is separated by a comma.

(11)(D)(xxix) · Commas in a Series · Sheet 26 of 36 · 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 helmet, gloves, and pads.



CHOOSE
Tuesday

helmets, water, and snacks (commas after each item).



SHOW
Wednesday

The commas separate rocks, roots, and mud.



OWN
Thursday

helmets, water, and snacks (insert commas after helmets and water).



DEFEND
Friday

Each item in a series of three or more needs a comma. Example: “She fixed the seat, the chain, and the brakes.”

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 helmet, gloves, and pads. Emergent — helmets, water, and snacks (commas after each item). Visible — The commas separate rocks, roots, and mud. Independent — helmets, water, and snacks (insert commas after helmets and water). Reflective — Each item in a series of three or more needs a comma. Example: “She fixed the seat, the chain, and the brakes.”

ANSWER KEY: The items are helmet, gloves, and pads. · helmets, water, and snacks (commas after each item). · The commas separate rocks, roots, and mud. · helmets, water, and snacks (insert commas after helmets and water). · Each item in a series of three or more needs a comma. Example: “She fixed the seat, the chain, and the brakes.”

(11)(D)(xxix) · Commas in a Series · Sheet 26 of 36 · 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.

(3) We packed helmets water and snacks for the long ride.

What change needs to be made in sentence 3?

A Insert commas after helmets and water

B Change packed to packt

C Change ride to Ride

D No change is needed.

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: We packed helmets water and snacks for the long ride. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxix) · Commas in a Series · Sheet 26 of 36 · 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 helmets and water

WHY THIS IS CORRECT

Three items in a series need commas: **helmets, water, and snacks.**

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B misspells packed. C wrongly capitalizes the common noun ride. D is wrong because the series needs commas.

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 helmets and water. Three items in a series need commas: helmets, water, and snacks.”

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

“B misspells packed. C wrongly capitalizes the common noun ride. D is wrong because the series needs commas.”

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

ANSWER KEY: A — Insert commas after helmets and water

(11)(D)(xxix) · Commas in a Series · Sheet 26 of 36 · 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 punctuation marks, including apostrophes in contractions”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use an apostrophe in a contraction.

A **contraction** joins two words with an apostrophe where letters are left out: can't (cannot), it's (it is), we'll (we will).

The apostrophe goes where the missing letters were.

KEY IDEA

A contraction joins two words and uses an apostrophe to show the missing letters: do not = don't.

WHERE IT APPEARS: “Crash” — “She **couldn't** stop in time.”

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 punctuation marks, 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.”

ANSWER KEY: Week focus: 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 27 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions"

Which word is a contraction?

Read the sentence. Find the word that joins two words with an apostrophe.

"He didn't see the sharp turn."

I CAN I recognize a contraction.

The Writing Academy®, LLC



Grade 3 • CLUSTER 6 • Editing • 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. Which word is a contraction?
Read the sentence. Find the word that joins two words with an
apostrophe."**

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

"Read this with me: 'He didn't see the sharp turn.'"

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

ANSWER KEY: The contraction is didn't (did + not).

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The contraction is didn't
(did + 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 punctuation marks, including apostrophes in contractions"

Choose the correct contraction.

With support, choose the word that has the apostrophe in the right place.

The rider (couldnt / couldn't) slow down.

I CAN I can choose the correct contraction, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 6 • Editing • 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. With support, choose the word that has the apostrophe in the right place."

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

"Read this with me: The rider (couldnt / couldn't) slow down."

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

ANSWER KEY: couldn't (apostrophe where the o is left out).

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — couldn't (apostrophe where the o is left out).

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 punctuation marks, including apostrophes in contractions"

Show your thinking.

Underline the contraction. Tell which two words it joins and where the apostrophe goes.

"It's a steep and rocky hill."

I CAN I can show how a contraction is formed.

The Writing Academy®, LLC



Grade 3 • CLUSTER 6 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the contraction. Tell which two words it joins and where the apostrophe goes."

"Read this with me: 'It's a steep and rocky hill.'"

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

ANSWER KEY: It's joins it and is.

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — It's joins it and is.

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 punctuation marks, including apostrophes in contractions"

Edit on your own.

Find and improve the sentence so the contraction has its apostrophe.

"She couldnt see the turn."

I CAN I can edit contractions myself.



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: 'She couldnt see the turn.' Find and improve the sentence so the contraction has its apostrophe."

▶ 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: couldn't ("she couldn't," not "couldnt").

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — couldn't ("she couldn't," not "couldnt").

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 punctuation marks, including apostrophes in contractions"

Evaluate and transfer.

Defend your change, then write your own sentence using a contraction.

Explain why *couldn't* needs an apostrophe. Then write your own sentence using a contraction (like *can't* or *it's*).

I CAN I can evaluate and use contractions.



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."

"Explain why *couldn't* needs an apostrophe. Then write your own sentence using a contraction (like *can't* or *it's*)."

▶ *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: *Couldn't* needs an apostrophe for the missing o. Example: "We can't ride without helmets."

(11)(D)(xxvi) • Apostrophes in Contractions • Sheet 27 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — *Couldn't* needs an apostrophe for the missing o. Example: "We can't ride without helmets."

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	"The brakes wouldn't grip the wet road." <i>wouldn't joins would and not; the apostrophe replaces the o.</i>
MY OWN EXAMPLE: <i>Write your own sentence using a contraction with the apostrophe in the right place.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 27 of 36 — 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 — wouldn't joins would and not; the apostrophe replaces the o.

(11)(D)(xxvi) · Apostrophes in Contractions · Sheet 27 of 36 · 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 contraction is **didn't** (did + not).



CHOOSE
Tuesday

couldn't (apostrophe where the o is left out).



SHOW
Wednesday

It's joins it and is.



OWN
Thursday

couldn't ("she couldn't," not "couldnt").



DEFEND
Friday

Couldn't needs an apostrophe for the missing o. Example: "We can't ride without helmets."

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 didn't (did + not). *Emergent* — couldn't (apostrophe where the o is left out). *Visible* — It's joins it and is. *Independent* — couldn't ("she couldn't," not "couldnt"). *Reflective* — Couldn't needs an apostrophe for the missing o. Example: "We can't ride without helmets."

ANSWER KEY: The contraction is didn't (did + not). · couldn't (apostrophe where the o is left out). · It's joins it and is. · couldn't ("she couldn't," not "couldnt"). · Couldn't needs an apostrophe for the missing o. Example: "We can't ride without helmets."

(11)(D)(xxvi) · Apostrophes in Contractions · Sheet 27 of 36 · 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.

(4) The rider said she couldnt see the sharp turn ahead.

What change, if any, should be made in sentence 4?

A Change couldnt to couldn't

B Change rider to Rider

C Change turn to turns

D No change is needed.

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 rider said she couldnt see the sharp turn ahead. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxvi) • Apostrophes in Contractions · Sheet 27 of 36 · 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 couldnt to couldn't

WHY THIS IS CORRECT

Couldn't is a contraction of *could not*, so it needs an apostrophe where the *o* is left out: **couldn't**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun rider. C makes a singular noun plural. D is wrong because *couldnt* needs an apostrophe.

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 couldnt to couldn’t. Couldn’t is a contraction of could not, so it needs an apostrophe where the o is left out: couldn’t.”

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

“B wrongly capitalizes the common noun rider. C makes a singular noun plural. D is wrong because couldnt needs an apostrophe.”

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

ANSWER KEY: A — Change couldnt to couldn't

(11)(D)(xxvi) • Apostrophes in Contractions · Sheet 27 of 36 · 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 punctuation marks, including apostrophes in possessives”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use an apostrophe to show ownership.

A **possessive noun** shows that someone owns something, using apostrophe + s: the boy's bike, Mia's helmet.

Add 's to a singular noun to show it owns something.

KEY IDEA

To show that one person or thing owns something, add an apostrophe + s: the rider's helmet.

WHERE IT APPEARS: “Crash” — “The **rider's** helmet saved her.”

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 punctuation marks, 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.”

ANSWER KEY: Week focus: 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.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 28 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives"

What shows ownership?

Read the sentence. Find the word that shows who owns something.

"The coach's whistle was loud."

I CAN I recognize a possessive noun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 6 • Editing • 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. What shows ownership? Read the sentence. Find the word that shows who owns something."

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

"Read this with me: 'The coach's whistle was loud.'"

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

ANSWER KEY: The possessive is coach's (the whistle belongs to the coach).

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The possessive is coach's (the whistle belongs to the coach).

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 punctuation marks, including apostrophes in possessives"

Choose the correct possessive.

With support, choose the word that shows ownership correctly.

The (riders / rider's) helmet cracked.

I CAN I can choose the correct possessive, with support.

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Grade 3 • CLUSTER 6 • Editing • 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. With support, choose the word that shows ownership correctly."

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

"Read this with me: The (riders / rider's) helmet cracked."

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

ANSWER KEY: rider's (apostrophe + s shows ownership).

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — rider's (apostrophe + s shows ownership).

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 punctuation marks, including apostrophes in possessives"

Show your thinking.

Underline the possessive noun. Tell what it owns and where the apostrophe goes.

"The bike's front wheel bent."

I CAN I can show how a possessive noun is formed.

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Grade 3 • CLUSTER 6 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the possessive noun. Tell what it owns and where the apostrophe goes."

"Read this with me: 'The bike's front wheel bent.'"

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

ANSWER KEY: bike's shows the wheel belongs to the bike.

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — bike's shows the wheel belongs to the bike.

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 punctuation marks, including apostrophes in possessives"

Edit on your own.

Find and improve the sentence so the possessive has an apostrophe.

"The riders helmet cracked."

I CAN I can edit possessives myself.



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: 'The riders helmet cracked.' Find and improve the sentence so the possessive has an apostrophe."

▶ 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: rider's ("the rider's helmet," with an apostrophe).

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — rider's ("the rider's helmet," 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 punctuation marks, including apostrophes in possessives"

Evaluate and transfer.

Defend your change, then write your own sentence using a possessive noun.

Explain why *rider's* needs an apostrophe + s. Then write your own sentence showing ownership.

I CAN I can evaluate and use possessive nouns.



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."

"Explain why rider's needs an apostrophe + s. Then write your own sentence showing ownership."

▶ 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: One rider owns the helmet, so it is rider's. Example: "The driver's window was open."

(11)(D)(xxvii) • Apostrophes in Possessives • Sheet 28 of 36 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — One rider owns the helmet, so it is rider's. Example: "The driver's window was open."

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	“The helmet’s strap kept it in place.” <i>helmet’s shows the strap belongs to the helmet (apostrophe + s).</i>
MY OWN EXAMPLE: <i>Write your own sentence using a possessive noun (like the rider’s helmet).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 28 of 36 — 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 — helmet’s shows the strap belongs to the helmet (apostrophe + s).

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 28 of 36 · 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 possessive is **coach's** (the whistle belongs to the coach).



CHOOSE
Tuesday

rider's (apostrophe + s shows ownership).



SHOW
Wednesday

bike's shows the wheel belongs to the bike.



OWN
Thursday

rider's ("the rider's helmet," with an apostrophe).



DEFEND
Friday

One rider owns the helmet, so it is *rider's*. Example: "The driver's window was open."

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 is *coach's* (the whistle belongs to the coach).
Emergent — rider's (apostrophe + s shows ownership). *Visible* — bike's shows the wheel belongs to the bike. *Independent* — rider's ("the rider's helmet," with an apostrophe). *Reflective* — One rider owns the helmet, so it is rider's. Example: "The driver's window was open."

ANSWER KEY: The possessive is *coach's* (the whistle belongs to the coach). · rider's (apostrophe + s shows ownership). · bike's shows the wheel belongs to the bike. · rider's ("the rider's helmet," with an apostrophe). · One rider owns the helmet, so it is rider's. Example: "The driver's window was open."

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 28 of 36 · 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 riders helmet cracked when it hit the ground.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

- A The rider's helmet cracked when it hit the ground.
- B The riders helmet cracked when it hit the ground.
- C The riders' helmet cracked when it hit the ground.
- D The rider's helmet cracked when it hit the Ground.

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 riders helmet cracked when it hit the ground. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 28 of 36 · 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 The rider's helmet cracked when it hit the ground.

WHY THIS IS CORRECT

One rider owns the helmet, so the singular possessive needs an apostrophe + s: **the rider's helmet**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B leaves out the apostrophe. C uses the plural possessive (riders'), but there is only one rider. D wrongly capitalizes the common noun ground.

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 — The rider's helmet cracked when it hit the ground. One rider owns the helmet, so the singular possessive needs an apostrophe + s: the rider's helmet."

▶ Walk through why the other choices are traps.

"B leaves out the apostrophe. C uses the plural possessive (riders'), but there is only one rider. D wrongly capitalizes the common noun ground."

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

ANSWER KEY: A — The rider's helmet cracked when it hit the ground.

(11)(D)(xxvii) · Apostrophes in Possessives · Sheet 28 of 36 · 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 capitalization of holidays”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I capitalize the names of holidays.

A **holiday** is a special named day, so it begins with a capital letter: Thanksgiving, Independence Day, Martin Luther King Jr. Day.

A general word like “a holiday” or “the celebration” stays lowercase unless it is the holiday’s name.

KEY IDEA

Capitalize the names of holidays — like Thanksgiving, Independence Day, and Martin Luther King Jr. Day.

WHERE IT APPEARS: “A Dream Can Grow” — “The nation honors him on **Martin Luther King Jr. Day.**”

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.”

ANSWER KEY: Week focus: 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 29 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of holidays"

Which words name a holiday?

Read the sentence. Find the words that name a special holiday.

"Families gather on Thanksgiving."

I CAN I recognize the name of a holiday.

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Grade 3 • CLUSTER 7 • Editing • 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. Which words name a holiday?
Read the sentence. Find the words that name a special holiday."**

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

"Read this with me: 'Families gather on Thanksgiving.'"

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

ANSWER KEY: The holiday is Thanksgiving.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The holiday is Thanksgiving.

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 capitals.

With support, choose the form that capitalizes the holiday name.

People march on (martin luther king jr. day / Martin Luther King Jr. Day).

I CAN I can choose the capitalized holiday name, with support.

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Grade 3 • CLUSTER 7 • Editing • 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. With support, choose the form that capitalizes the holiday name."

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

"Read this with me: People march on (martin luther king jr. day / Martin Luther King Jr. Day)."

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

ANSWER KEY: Martin Luther King Jr. Day (each important word capitalized).

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Martin Luther King Jr. Day (each important word 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"

Show your thinking.

Underline the holiday name. Tell why each important word is capitalized.

"Schools close for Independence Day."

I CAN I can show why a holiday name is capitalized.

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Grade 3 • CLUSTER 7 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the holiday name. Tell why each important word is capitalized."

"Read this with me: 'Schools close for Independence Day.'"

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

ANSWER KEY: Independence Day is a holiday name, so it is capitalized.

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Independence Day is a holiday name, so it is capitalized.

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"

Edit on your own.

Find and improve the sentence so the holiday name is capitalized.

"a parade on martin luther king jr. day"

I CAN I can edit holiday names myself.



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: 'a parade on martin luther king jr. day' Find and improve the sentence so the holiday name is capitalized."

▶ 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: Martin Luther King Jr. Day (capital letters on the holiday name).

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Martin Luther King Jr. Day (capital letters on the 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"

Evaluate and transfer.

Defend your change, then write your own sentence that names a holiday.

Explain why each important word in a holiday name is capitalized. Then write your own sentence that names a holiday.

I CAN I can capitalize holiday names 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."

"Explain why each important word in a holiday name is capitalized. Then write your own sentence that names a holiday."

▶ *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 capitalized on each important word. Example: "We honor veterans on Veterans Day."

(11)(D)(xxiii) • Capitalizing Holidays • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A holiday name is capitalized on each important word. Example: "We honor veterans on Veterans Day."

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 **capitalize 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 country remembers Dr. King on Martin Luther King Jr. Day ." <i>Each important word in the holiday name is capitalized.</i>
MY OWN EXAMPLE: <i>Write your own sentence that names a holiday, with each important word capitalized.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 29 of 36 — 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 — Each important word in the holiday name is capitalized.

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 29 of 36 · 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 holiday is **Thanksgiving**.



CHOOSE
Tuesday

Martin Luther King Jr. Day (each important word capitalized).



SHOW
Wednesday

Independence Day is a holiday name, so it is capitalized.



OWN
Thursday

Martin Luther King Jr. Day (capital letters on the holiday name).



DEFEND
Friday

A holiday name is capitalized on each important word. Example: "We honor veterans on **Veterans Day**."

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 is Thanksgiving. *Emergent* — Martin Luther King Jr. Day (each important word capitalized). *Visible* — Independence Day is a holiday name, so it is capitalized. *Independent* — Martin Luther King Jr. Day (capital letters on the holiday name). *Reflective* — A holiday name is capitalized on each important word. Example: "We honor veterans on Veterans Day."

ANSWER KEY: The holiday is Thanksgiving. · Martin Luther King Jr. Day (each important word capitalized). · Independence Day is a holiday name, so it is capitalized. · Martin Luther King Jr. Day (capital letters on the holiday name). · A holiday name is capitalized on each important word. Example: "We honor veterans on Veterans Day."

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 29 of 36 · 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.

(2) Many people march every year on martin luther king jr. day.

What change should be made in sentence 2?

- A Change martin luther king jr. day to Martin Luther King Jr. Day
- B Change people to People
- C Change march to marches
- D Change year to Year

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: Many people march every year on martin luther king jr. day. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 29 of 36 · 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 martin luther king jr. day to Martin Luther King Jr. Day

WHY THIS IS CORRECT

Martin Luther King Jr. Day is the name of a holiday, so each important word is capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun people. C changes a correct verb. D wrongly capitalizes the common noun year.

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 martin luther king jr. day to Martin Luther King Jr. Day. Martin Luther King Jr. Day is the name of a holiday, so each important word is capitalized.”

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

“B wrongly capitalizes the common noun people. C changes a correct verb. D wrongly capitalizes the common noun year.”

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

ANSWER KEY: A — Change martin luther king jr. day to Martin Luther King Jr. Day

(11)(D)(xxiii) · Capitalizing Holidays · Sheet 29 of 36 · 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 capitalization of geographical places”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I capitalize the names of specific places.

A **geographic place** — a city, state, or landmark — begins with a capital letter:
Washington, D.C., the Lincoln Memorial, Alabama.

A general place word (city, monument) stays lowercase unless it is part of a name.

KEY IDEA

Capitalize the names of specific places — like Washington, D.C., the Lincoln Memorial, and Alabama.

WHERE IT APPEARS: “A Dream Can Grow” — “Dr. King spoke at the **Lincoln Memorial** in **Washington, D.C.**”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Capitalizing Geographic 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 geographic 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.”

ANSWER KEY: Week focus: capitalizing geographic places — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalizing Geographic 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"

Which words name a place?

Read the sentence. Find the words that name a specific place.

"The march ended at the Lincoln Memorial."

I CAN I recognize the name of a geographic place.

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Grade 3 • CLUSTER 7 • Editing • 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. Which words name a place?
Read the sentence. Find the words that name a specific place."**

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

"Read this with me: 'The march ended at the Lincoln Memorial.'"

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

ANSWER KEY: The place is the Lincoln Memorial.

(11)(D)(xxv) • Capitalizing Geographic Places • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The place is the Lincoln Memorial.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "capitalizing geographic places" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalizing geographic 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 correct capitals.

With support, choose the form that capitalizes the place name.

People traveled to (washington / Washington), D.C.

I CAN I can choose the capitalized place name, with support.

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Grade 3 • CLUSTER 7 • Editing • 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. With support, choose the form that capitalizes the place name."

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

"Read this with me: People traveled to (washington / Washington), D.C."

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

ANSWER KEY: Washington (a specific city — capital W).

(11)(D)(xxv) • Capitalizing Geographic Places • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — Washington (a specific city — capital W).

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"

Show your thinking.

Underline the place name. Tell why it needs capital letters.

"Marchers came from Alabama and beyond."

I CAN I can show why a place name is capitalized.

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Grade 3 • CLUSTER 7 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the place name. Tell why it needs capital letters."

"Read this with me: 'Marchers came from Alabama and beyond.'"

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

ANSWER KEY: Alabama names a specific state, so it is capitalized.

(11)(D)(xxv) • Capitalizing Geographic Places • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — Alabama names a specific state, so it is capitalized.

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"

Edit on your own.

Find and improve the sentence so the place name is capitalized.

"Dr. King spoke at the lincoln memorial."

I CAN I can edit geographic place names myself.



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: 'Dr. King spoke at the lincoln memorial.' Find and improve the sentence so the place name is capitalized."

▶ 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: Lincoln Memorial (both words capitalized).

(11)(D)(xxv) • Capitalizing Geographic Places • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — Lincoln Memorial (both words 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"

Evaluate and transfer.

Defend your change, then write your own sentence that names a specific place.

Explain why *Lincoln Memorial* is capitalized but *monument* alone is not. Then write your own sentence naming a place.

I CAN I can capitalize geographic places 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."

"Explain why Lincoln Memorial is capitalized but monument alone is not. Then write your own sentence naming a place."

► *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 specific place name is capitalized; a general word like monument is not. Example: "The bus traveled from Georgia to the capital."

(11)(D)(xxv) • Capitalizing Geographic Places • Sheet 30 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — A specific place name is capitalized; a general word like monument is not. Example: "The bus traveled from Georgia to the capital."

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 **capitalize geographic 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	“Thousands gathered in Washington, D.C. , to hear the speech.” <i>Washington, D.C. names a specific place, so it is capitalized.</i>
MY OWN EXAMPLE: <i>Write your own sentence that names a specific place (like Washington, D.C., or the Lincoln Memorial).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 30 of 36 — 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 — Washington, D.C. names a specific place, so it is capitalized.

(11)(D)(xxv) · Capitalizing Geographic Places · Sheet 30 of 36 · 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 place is the **Lincoln Memorial**.



CHOOSE
Tuesday

Washington (a specific city — capital W).



SHOW
Wednesday

Alabama names a specific state, so it is capitalized.



OWN
Thursday

Lincoln Memorial (both words capitalized).



DEFEND
Friday

A specific place name is capitalized; a general word like *monument* is not. Example: "The bus traveled from Georgia to the capital."

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 is the Lincoln Memorial. *Emergent* — Washington (a specific city — capital W). *Visible* — Alabama names a specific state, so it is capitalized. *Independent* — Lincoln Memorial (both words capitalized). *Reflective* — A specific place name is capitalized; a general word like monument is not. Example: “The bus traveled from Georgia to the capital.”

ANSWER KEY: The place is the Lincoln Memorial. · Washington (a specific city — capital W). · Alabama names a specific state, so it is capitalized. · Lincoln Memorial (both words capitalized). · A specific place name is capitalized; a general word like monument is not. Example: “The bus traveled from Georgia to the capital.”

(11)(D)(xxv) · Capitalizing Geographic Places · Sheet 30 of 36 · 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.

(3) Dr. King spoke at the lincoln memorial to a huge crowd.

What change needs to be made in sentence 3?

A Change lincoln memorial to Lincoln Memorial

B Change crowd to Crowd

C Change spoke to spoken

D Change Dr. to dr.

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 spoke at the lincoln memorial to a huge crowd. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxv) · Capitalizing Geographic Places · Sheet 30 of 36 · 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 lincoln memorial to Lincoln Memorial

WHY THIS IS CORRECT

Lincoln Memorial is the name of a specific place, so both words are capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun crowd. C uses the wrong verb form. D wrongly lowercases the title Dr.

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 lincoln memorial to Lincoln Memorial. Lincoln Memorial is the name of a specific place, so both words are capitalized.”

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

“B wrongly capitalizes the common noun crowd. C uses the wrong verb form. D wrongly lowercases the title Dr.”

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

ANSWER KEY: A — Change lincoln memorial to Lincoln Memorial

(11)(D)(xxv) · Capitalizing Geographic Places · Sheet 30 of 36 · 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 correct spelling of words with grade-appropriate orthographic patterns”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I spell words using the sound patterns I know.

Sound patterns are the letter groups that make sounds: the long-e *ea* in *dream*, the *-tion* in *nation*, the *igh* in *night*.

Check a tricky word against the pattern you have learned.

KEY IDEA

Spell words using the sound patterns you know
— like the long-e “ea” in *dream* and the “-tion” in *nation*.

WHERE IT APPEARS: “A Dream Can Grow” — “Dr. King had a **dream** for the whole **nation**.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Spelling: Sound 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: sound 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.”

ANSWER KEY: Week focus: spelling: sound patterns — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling: Sound Patterns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxx) • Spelling: Sound Patterns • Sheet 31 of 36 • Cluster 7



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"

Which word looks tricky?

Read the sentence. Find the word whose spelling you should check.

"He believed in freedom for all."

I CAN I recognize a word to check for its pattern.

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Grade 3 • CLUSTER 7 • Editing • 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. Which word looks tricky? Read the sentence. Find the word whose spelling you should check."

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

"Read this with me: 'He believed in freedom for all.'"

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

ANSWER KEY: Check the spelling of freedom.

(11)(D)(xxx) • Spelling: Sound Patterns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Check the spelling of freedom.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "spelling: sound patterns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling: sound 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.

With support, choose the correctly spelled word.

Dr. King had a (dreem / dream) for the future.

I CAN I can choose the correct spelling, with support.

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Grade 3 • CLUSTER 7 • Editing • 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. With support, choose the correctly spelled word."

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

"Read this with me: Dr. King had a (dreem / dream) for the future."

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

ANSWER KEY: dream (the long-e ea pattern).

(11)(D)(xxx) • Spelling: Sound Patterns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — dream (the long-e ea pattern).

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"

Show your thinking.

Underline the word. Tell which sound pattern spells it.

"The nation listened to his words."

I CAN I can show the sound pattern in a word.

The Writing Academy®, LLC



Grade 3 • CLUSTER 7 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the word. Tell which sound pattern spells it."

"Read this with me: 'The nation listened to his words.'"

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

ANSWER KEY: nation uses the -tion pattern.

(11)(D)(xxx) • Spelling: Sound Patterns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — nation uses 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"

Edit on your own.

Find and improve the sentence so the word is spelled correctly.

"Dr. King had a dreem for all people."

I CAN I can edit spelling patterns myself.



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: 'Dr. King had a dreem for all people.' Find and improve the sentence so the word is spelled correctly."

▶ 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: dream ("a dream," not "a dreem").

(11)(D)(xxx) • Spelling: Sound Patterns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — dream ("a dream," not "a dreem").

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"

Evaluate and transfer.

Defend your change, then write your own sentence using a word with a sound pattern.

Explain which pattern spells *dream*. Then write your own sentence using a word with a sound pattern you know.

I CAN I can evaluate and use spelling patterns.



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."

"Explain which pattern spells dream. Then write your own sentence using a word with a sound pattern you know."

▶ 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: Dream uses the ea long-e pattern. Example: "The speech gave the crowd great hope."

(11)(D)(xxx) • Spelling: Sound Patterns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Dream uses the ea long-e pattern. Example: "The speech gave the crowd great hope."

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 (sound patterns)	"The crowd hoped for peace and freedom ." <i>peace uses the long-e ea pattern; freedom uses ee.</i>
MY OWN EXAMPLE: <i>Write your own sentence using a word that has a sound pattern you know (like ea, igh, or -tion).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 31 of 36 — 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 — peace uses the long-e ea pattern; freedom uses ee.

(11)(D)(xxx) · Spelling: Sound Patterns · Sheet 31 of 36 · 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

Check the spelling of **freedom**.



CHOOSE
Tuesday

dream (the long-e ea pattern).



SHOW
Wednesday

nation uses the -tion pattern.



OWN
Thursday

dream (“a dream,” not “a dreem”).



DEFEND
Friday

Dream uses the *ea* long-e pattern. Example: “The speech gave the crowd great hope.”

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 — Check the spelling of *freedom*. Emergent — *dream* (the long-e ea pattern). Visible — *nation* uses the -tion pattern. Independent — *dream* (“a dream,” not “a dreem”). Reflective — *Dream* uses the ea long-e pattern. Example: “The speech gave the crowd great hope.”

ANSWER KEY: Check the spelling of *freedom*. · *dream* (the long-e ea pattern). · *nation* uses the -tion pattern. · *dream* (“a dream,” not “a dreem”). · *Dream* uses the ea long-e pattern. Example: “The speech gave the crowd great hope.”

(11)(D)(xxx) · Spelling: Sound Patterns · Sheet 31 of 36 · 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.

(4) Dr. King had a dreem that all people would be free.

What change, if any, should be made in sentence 4?

- A Change dreem to dream
- B Change King to king
- C Change people to peoples
- D No change is needed.

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 had a dreem that all people would be free. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxx) · Spelling: Sound Patterns · Sheet 31 of 36 · 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 dreem to dream

WHY THIS IS CORRECT

Dream uses the long-e ea pattern; *dreem* is misspelled.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly lowercases the proper noun King. C makes an incorrect plural. D is wrong because *dreem* is misspelled.

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 dreem to dream. Dream uses the long-e ea pattern; dreem is misspelled.”

▶ Walk through why the other choices are traps.

“B wrongly lowercases the proper noun King. C makes an incorrect plural. D is wrong because dreem is misspelled.”

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

ANSWER KEY: A — Change dreem to dream

(11)(D)(xxx) · Spelling: Sound Patterns · Sheet 31 of 36 · 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 correct spelling of words with grade-appropriate orthographic rules”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I follow spelling rules when I add endings.

Spelling rules guide how words change: drop the silent e (hope → hoping), double the consonant (stop → stopped), change y to i (carry → carried).

Check the rule before you add -ed, -ing, or -es.

KEY IDEA

Follow spelling rules — like dropping the silent e before -ing (hope → hoping) or doubling before -ed.

WHERE IT APPEARS: “A Dream Can Grow” — “The crowd kept **hoping** for a better future.”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Spelling: Spelling Rules

⌚ ~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: spelling rules — the standard says: ‘edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules.’”

▶ 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.”

ANSWER KEY: Week focus: spelling: spelling rules — see the standard and the five-day roadmap above.

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

(11)(D)(xxxi) • Spelling: Spelling Rules • Sheet 32 of 36 • Cluster 7



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 rules"

Which word has an ending?

Read the sentence. Find the word that added -ed, -ing, or -es.

"The marchers carried signs."

I CAN I recognize a word with an added ending.

The Writing Academy®, LLC



Grade 3 • CLUSTER 7 • Editing • 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. Which word has an ending?
Read the sentence. Find the word that added -ed, -ing, or -es."**

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

"Read this with me: 'The marchers carried signs.'"

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

ANSWER KEY: The word with an ending is carried.

(11)(D)(xxxI) • Spelling: Spelling Rules • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The word with an ending is carried.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "spelling: spelling rules" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling: spelling rules 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 rules"

Choose the correct spelling.

With support, choose the word that follows the spelling rule.

The crowd was (hoping / hoping) for change.

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 7 • Editing • 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. With support, choose the word that follows the spelling rule."

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

"Read this with me: The crowd was (hoping / hoping) for change."

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

ANSWER KEY: hoping (drop the silent e before -ing).

(11)(D)(xxxI) • Spelling: Spelling Rules • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — hoping (drop the silent e before -ing).

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 rules"

Show your thinking.

Underline the word. Tell which spelling rule it follows.

"They stopped to listen."

I CAN I can show the spelling rule in a word.

The Writing Academy®, LLC



Grade 3 • CLUSTER 7 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the word. Tell which spelling rule it follows."

"Read this with me: 'They stopped to listen.'"

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

ANSWER KEY: stopped doubles the p before -ed.

(11)(D)(xxx1) • Spelling: Spelling Rules • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — stopped doubles the p before -ed.

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 rules"

Edit on your own.

Find and improve the sentence so the word follows the spelling rule.

"The crowd was hoping for change."

I CAN I can edit spelling rules myself.



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: 'The crowd was hoping for change.' Find and improve the sentence so the word follows the spelling rule."

▶ 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: hoping ("hoping," not "hopeing").

(11)(D)(xxxi) • Spelling: Spelling Rules • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — hoping ("hoping," not "hopeing").

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 rules"

Evaluate and transfer.

Defend your change, then write your own sentence using a word with an ending.

Explain the rule for *hoping* (drop the e). Then write your own sentence using a word with an added ending.

I CAN I can evaluate and use spelling rules.



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."

"Explain the rule for hoping (drop the e). Then write your own sentence using a word with an added ending."

▶ 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: Drop the silent e before -ing: hope → hoping. Example: "The children were smiling and clapping."

(11)(D)(xxx) • Spelling: Spelling Rules • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — Drop the silent e before -ing: hope → hoping. Example: "The children were smiling and clapping."

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 rules** 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 (spelling rules)	"The nation kept hoping and working for change." <i>hoping drops the silent e; working just adds -ing.</i>
MY OWN EXAMPLE: <i>Write your own sentence using a word with an added ending that follows a spelling rule.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 32 of 36 — 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 — hoping drops the silent e; working just adds -ing.

(11)(D)(xxxi) · Spelling: Spelling Rules · Sheet 32 of 36 · 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 word with an ending is **carried**.



CHOOSE
Tuesday

hoping (drop the silent e before -ing).



SHOW
Wednesday

stopped doubles the p before -ed.



OWN
Thursday

hoping ("hoping," not "hopeing").



DEFEND
Friday

Drop the silent e before -ing: hope → hoping. Example: "The children were smiling and clapping."

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 with an ending is carried. Emergent — hoping (drop the silent e before -ing). Visible — stopped doubles the p before -ed. Independent — hoping ("hoping," not "hopeing"). Reflective — Drop the silent e before -ing: hope → hoping. Example: "The children were smiling and clapping."

ANSWER KEY: The word with an ending is carried. · hoping (drop the silent e before -ing). · stopped doubles the p before -ed. · hoping ("hoping," not "hopeing"). · Drop the silent e before -ing: hope → hoping. Example: "The children were smiling and clapping."

(11)(D)(xxxI) · Spelling: Spelling Rules · Sheet 32 of 36 · 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 crowd was hoping for a better future.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

A The crowd was hoping for a better future.

B The crowd was hoping for a better future.

C The crowd was hopping for a better future.

D The crowd was Hoping for a better future.

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 crowd was hoping for a better future. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxxI) · Spelling: Spelling Rules · Sheet 32 of 36 · 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 The crowd was hoping for a better future.

WHY THIS IS CORRECT

Drop the silent e before adding *-ing*: hope → **hoping**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B keeps the e (hoping is misspelled). C doubles the p, which spells a different word (hopping). D wrongly capitalizes hoping in the middle of a 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 — The crowd was hoping for a better future. Drop the silent e before adding -ing: hope → hoping.”

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

“B keeps the e (hoping is misspelled). C doubles the p, which spells a different word (hopping). D wrongly capitalizes hoping in the middle of a sentence.”

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

ANSWER KEY: A — The crowd was hoping for a better future.

(11)(D)(xxxi) · Spelling: Spelling Rules · Sheet 32 of 36 · 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 complete simple sentences with subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: “The soil **helps** the plants,” not “the soil help.”

This is a review — read carefully and find the one word that does not agree.

SENTENCE WEATHER



Subject (SUN)



Verb (RAINDROP)

The SUN (subject) and the RAINDROP (verb) must agree.

WHERE IT APPEARS: “A Place to Grow” — “The rich soil **helps** the crops grow.”

This deck teaches **Subject-Verb Agreement (Cumulative Review)** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Subject-Verb Agreement (Cumulative Review)

🕒 ~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 subject-verb agreement (cumulative review) — the standard says: ‘edit drafts using standard English conventions, including complete simple 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.”

ANSWER KEY: Week focus: subject-verb agreement (cumulative review) — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement (Cumulative Review) slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject and the verb.

"The river feeds the fields."

I CAN I recognize the subject and the verb.

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Grade 3 • CLUSTER 8 • Editing • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject and the verb."

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

"Read this with me: 'The river feeds the fields.'"

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

ANSWER KEY: Subject river; verb feeds.

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — Subject river; verb feeds.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "subject-verb agreement (cumulative review)" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement (cumulative review) 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 complete simple sentences with subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb that matches the singular subject.

The soil (help / helps) the crops grow.

I CAN I can choose a verb that agrees, with support.

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Grade 3 • CLUSTER 8 • Editing • 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. With support, choose the verb that matches the singular subject."

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

"Read this with me: The soil (help / helps) the crops grow."

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

ANSWER KEY: helps (the singular subject "soil" takes "helps").

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — helps (the singular subject "soil" takes "helps").

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 complete simple sentences with subject-verb agreement"

Show your thinking.

Underline the subject once and the verb twice. Tell how you know they agree.

"The farmer plants in spring."

I CAN I can show that a subject and verb agree.

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Grade 3 • CLUSTER 8 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the subject once and the verb twice. Tell how you know they agree."

"Read this with me: 'The farmer plants in spring.'"

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

ANSWER KEY: farmer plants — the subject and verb agree.

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — farmer plants — the subject and verb agree.

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 complete simple sentences with subject-verb agreement"

Edit on your own.

Find and improve the agreement mistake — no word bank.

"The rich soil help the crops."

I CAN I can edit for subject-verb agreement myself.



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: 'The rich soil help the crops.' Find and improve the agreement mistake — no word bank."

▶ 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: helps ("the soil helps," not "the soil help").

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — helps ("the soil helps," not "the soil help").

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 complete simple sentences with subject-verb agreement"

Evaluate and transfer.

Defend your change, then write your own sentence with a matching subject and verb.

Explain why "the soil helps" is correct. Then write your own sentence about the land with a subject and a matching verb.

I CAN I can evaluate agreement and use it in my writing.



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."

"Explain why 'the soil helps' is correct. Then write your own sentence about the land with a subject and a matching verb."

► *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 soil helps" agrees with the singular subject. Example: "The rain waters the seeds."

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "the soil helps" agrees with the singular subject. Example: "The rain waters the seeds."

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 **subject-verb agreement** row on your Standards Sweep Editing Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including subject-verb agreement	"The land gives the people food." <i>The singular subject land matches the verb gives.</i>
MY OWN EXAMPLE: <i>Write your own sentence about the land. Make sure the subject and verb agree.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 33 of 36 — and complete the (11)(D)(i) 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 singular subject land matches the verb gives.

(11)(D)(i) · Subject-Verb Agreement (Cumulative Review) · Sheet 33 of 36 · Cluster 8

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

Subject **river**; verb **feeds**.



CHOOSE
Tuesday

helps (the singular subject “soil” takes “helps”).



SHOW
Wednesday

farmer plants — the subject and verb agree.



OWN
Thursday

helps (“the soil helps,” not “the soil help”).



DEFEND
Friday

“the soil helps” agrees with the singular subject. Example: “The rain waters the seeds.”

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 — Subject *river*; verb *feeds*. Emergent — *helps* (the singular subject “soil” takes “helps”). Visible — *farmer plants* — the subject and verb agree.
Independent — *helps* (“the soil helps,” not “the soil help”). Reflective — “the soil helps” agrees with the singular subject. Example: “The rain waters the seeds.”

ANSWER KEY: Subject *river*; verb *feeds*. · *helps* (the singular subject “soil” takes “helps”). · *farmer plants* — the subject and verb agree. · *helps* (“the soil helps,” not “the soil help”). · “the soil helps” agrees with the singular subject. Example: “The rain waters the seeds.”

(11)(D)(i) · Subject-Verb Agreement (Cumulative Review) · Sheet 33 of 36 · Cluster 8

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.

(2) The rich soil help the crops grow tall each summer.

What change should be made in sentence 2?

A Change help to helps

B Change soil to Soil

C Change crops to crop

D No change is needed.

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 rich soil help the crops grow tall each summer. Now, what change should be made in sentence 2?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

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 help to helps

WHY THIS IS CORRECT

The singular subject *soil* needs a singular verb: **helps**, not *help*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun *soil*. C makes a plural noun singular for no reason. D is wrong because *help* should be *helps*.

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 help to helps. The singular subject soil needs a singular verb: helps, not help.”

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

“B wrongly capitalizes the common noun soil. C makes a plural noun singular for no reason. D is wrong because help should be helps.”

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

ANSWER KEY: A — Change help to helps

(11)(D)(i) • Subject-Verb Agreement (Cumulative Review) • Sheet 33 of 36 • Cluster 8

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 past verb tense”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I check that my verbs show the right time.

Past tense tells what already happened: plant → planted, build → built.

This is a review — when a sentence tells about the past, the verb must be past tense.

SENTENCE WEATHER



Verb (RAINDROP)

Past tense = it already happened (red raindrop).

WHERE IT APPEARS: “A Place to Grow” — “Long ago, families **settled** near the river.”

This deck teaches **Past Verb Tense (Cumulative Review)** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Past Verb Tense (Cumulative Review)

🕒 ~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 (cumulative review) — the standard says: ‘edit drafts using standard English conventions, including past verb 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.”

ANSWER KEY: Week focus: past verb tense (cumulative review) — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Past Verb Tense (Cumulative Review) 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 past verb tense"

Which word is the verb?

Read the sentence. Find the verb — the action word.

"The settlers cleared the land."

I CAN I recognize the verb in a sentence.

The Writing Academy®, LLC



Grade 3 • CLUSTER 8 • Editing • 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. Which word is the verb? Read the sentence. Find the verb — the action word."

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

"Read this with me: 'The settlers cleared the land.'"

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

ANSWER KEY: The verb is cleared.

(11)(D)(iii) • Past Verb Tense (Cumulative Review) • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches — The verb is cleared.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "past verb tense (cumulative review)" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when past verb tense (cumulative review) 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 past verb tense"

Choose the past-tense verb.

With support, choose the verb that shows the action already happened.

Long ago, farmers (plant / planted) by hand.

I CAN I can choose a past-tense verb, with support.

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Grade 3 • CLUSTER 8 • Editing • 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. With support, choose the verb that shows the action already happened."

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

"Read this with me: Long ago, farmers (plant / planted) by hand."

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

ANSWER KEY: planted (it already happened — past tense).

(11)(D)(iii) • Past Verb Tense (Cumulative Review) • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — planted (it already happened — past tense).

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 past verb tense"

Show your thinking.

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

"The first families built their homes here."

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

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Grade 3 • CLUSTER 8 • Editing • Wednesday

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

⌚ ~4 min

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

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

"Read this with me: 'The first families built their homes here.'"

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

ANSWER KEY: built is past tense; first families did it long ago.

(11)(D)(iii) • Past Verb Tense (Cumulative Review) • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — built is past tense; first families did it long ago.

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 past verb tense"

Edit on your own.

Find and improve the sentence so the verb is past tense.

"Long ago, farmers plant seeds by hand."

I CAN I can edit for past-tense verbs myself.



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: 'Long ago, farmers plant seeds by hand.' Find and improve the sentence so the verb is past tense."

▶ 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: planted ("farmers planted," not "plant," because Long ago is in the past).

(11)(D)(iii) • Past Verb Tense (Cumulative Review) • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — planted ("farmers planted," not "plant," because Long ago is in the past).

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 past verb tense"

Evaluate and transfer.

Defend your change, then write your own past-tense sentence about the settlers.

Explain why "farmers planted" is correct for long ago. Then write your own sentence about the land in the past tense.

I CAN I can evaluate verb tense and use it in my writing.



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."

"Explain why 'farmers planted' is correct for long ago. Then write your own sentence about the land in the past tense."

▶ *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: "Long ago, farmers planted" matches the past-time signal. Example: "The river shaped the valley over time."

(11)(D)(iii) • Past Verb Tense (Cumulative Review) • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "Long ago, farmers planted" matches the past-time signal. Example: "The river shaped the valley over time."

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 past verb tense	"The settlers grew corn and beans." <i>grew shows the action already happened (past tense).</i>
MY OWN EXAMPLE: <i>Write your own sentence about the early settlers. Use a verb in the past tense.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 34 of 36 — 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 — grew shows the action already happened (past tense).

(11)(D)(iii) · Past Verb Tense (Cumulative Review) · Sheet 34 of 36 · Cluster 8

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 **cleared**.



CHOOSE
Tuesday

planted (it already happened — past tense).



SHOW
Wednesday

built is past tense; *first families* did it long ago.



OWN
Thursday

planted (“farmers planted,” not “plant,” because *Long ago* is in the past).



DEFEND
Friday

“Long ago, farmers planted” matches the past-time signal. Example: “The river shaped the valley over time.”

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 cleared. *Emergent* — planted (it already happened — past tense). *Visible* — built is past tense; first families did it long ago. *Independent* — planted (“farmers planted,” not “plant,” because Long ago is in the past). *Reflective* — “Long ago, farmers planted” matches the past-time signal. Example: “The river shaped the valley over time.”

ANSWER KEY: The verb is cleared. · planted (it already happened — past tense). · built is past tense; first families did it long ago. · planted (“farmers planted,” not “plant,” because Long ago is in the past). · “Long ago, farmers planted” matches the past-time signal. Example: “The river shaped the valley over time.”

(11)(D)(iii) · Past Verb Tense (Cumulative Review) · Sheet 34 of 36 · Cluster 8

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.

(3) Long ago, farmers plant seeds by hand in the rich soil.

What change needs to be made in sentence 3?

- A** Change plant to planted
- B** Change farmers to Farmers
- C** Change seeds to seed
- D** No change is needed.

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, farmers plant seeds by hand in the rich soil. Now, what change needs to be made in sentence 3?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(iii) · Past Verb Tense (Cumulative Review) · Sheet 34 of 36 · Cluster 8

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 plant to planted

WHY THIS IS CORRECT

Long ago signals the past, so the verb must be past tense: **planted**, not *plant*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun farmers. C makes a plural noun singular. D is wrong because the verb tense does not match *Long ago* yet.

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 plant to planted. Long ago signals the past, so the verb must be past tense: planted, not plant.”

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

“B wrongly capitalizes the common noun farmers. C makes a plural noun singular. D is wrong because the verb tense does not match Long ago yet.”

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

ANSWER KEY: A — Change plant to planted

(11)(D)(iii) · Past Verb Tense (Cumulative Review) · Sheet 34 of 36 · Cluster 8

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 pronouns, including subjective [case]”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use the right pronoun for the subject.

A **subject pronoun** does the action: I, you, he, she, it, we, they.

This is a review — use a subject pronoun as the subject: “They built,” not “Them built.”

SENTENCE WEATHER



Pronoun (MOON)

A subject pronoun (yellow moon) does the action: I, he, she, they.

WHERE IT APPEARS: “A Place to Grow” — “**They** built a town beside the river.”

This deck teaches **Pronouns: Subjective Case (Cumulative Review)** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •
Pronouns: Subjective Case (Cumulative Review)

🕒 ~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 pronouns: subjective case (cumulative review) — the standard says: ‘edit drafts using standard English conventions, including pronouns, including subjective [case].’”

▶ 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.”

ANSWER KEY: Week focus: pronouns: subjective case (cumulative review) — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Pronouns: Subjective Case (Cumulative Review) slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xvi) • Pronouns: Subjective Case (Cumulative Review) • Sheet
35 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including subjective [case]"

Which word is the pronoun?

Read the sentence. Find the pronoun that takes the place of a noun.

"She farmed the same land for years."

I CAN I recognize a subject pronoun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 8 • Editing • 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. Which word is the pronoun?
Read the sentence. Find the pronoun that takes the place of a
noun."**

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

"Read this with me: 'She farmed the same land for years.'"

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

ANSWER KEY: The pronoun is She.

(11)(D)(xvi) • Pronouns: Subjective Case (Cumulative Review) • Sheet
35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The pronoun is She.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about — keep them anchored to "pronouns: subjective case (cumulative review)" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when pronouns: subjective case (cumulative review) 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 pronouns, including subjective [case]"

Choose the subject pronoun.

With support, choose the pronoun that does the action.

(Them / They) built strong homes.

I CAN I can choose a subject pronoun, with support.

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Grade 3 • CLUSTER 8 • Editing • 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. With support, choose the pronoun that does the action."

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

"Read this with me: (Them / They) built strong homes."

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

ANSWER KEY: They (the subject pronoun does the action).

(11)(D)(xvi) • Pronouns: Subjective Case (Cumulative Review) • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — They (the subject pronoun does the action).

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 pronouns, including subjective [case]"

Show your thinking.

Underline the subject pronoun. Tell how you know it does the action.

"We learned how the land shaped the town."

I CAN I can show a subject pronoun.

The Writing Academy®, LLC



Grade 3 • CLUSTER 8 • Editing • Wednesday

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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the subject pronoun. Tell how you know it does the action."

"Read this with me: 'We learned how the land shaped the town.'"

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

ANSWER KEY: We is the subject — it does the learning.

(11)(D)(xvi) • Pronouns: Subjective Case (Cumulative Review) • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches — We is the subject — it does the learning.

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 pronouns, including subjective [case]"

Edit on your own.

Find and improve the sentence so the subject pronoun is correct.

"The settlers worked hard, and them built homes."

I CAN I can edit subject pronouns myself.



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: 'The settlers worked hard, and them built homes.' Find and improve the sentence so the subject pronoun is correct."

▶ 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: they ("they built," not "them built").

(11)(D)(xvi) • Pronouns: Subjective Case (Cumulative Review) • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — they ("they built," not "them built").

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 pronouns, including subjective [case]"

Evaluate and transfer.

Defend your change, then write your own sentence using a subject pronoun about the settlers.

Explain why "they built" is correct, not "them built." Then write your own sentence using a subject pronoun.

I CAN I can evaluate and use subject pronouns.



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."

"Explain why 'they built' is correct, not 'them built.' Then write your own sentence using a subject pronoun."

▶ *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: "They" is a subject pronoun; "Them" is an object pronoun. Example: "We planted a garden by the river."

(11)(D)(xvi) • Pronouns: Subjective Case (Cumulative Review) • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — "They" is a subject pronoun; "Them" is an object pronoun. Example: "We planted a garden by the river."

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 **subject 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 pronouns , subjective case	“They shared the harvest with the town.” <i>They is the subject — it does the action (subjective case).</i>
MY OWN EXAMPLE: <i>Write your own sentence about the settlers. Use a subject pronoun (like he, she, or they).</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 35 of 36 — 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 — They is the subject — it does the action (subjective case).

(11)(D)(xvi) · Pronouns: Subjective Case (Cumulative Review) · Sheet
35 of 36 · Cluster 8

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 pronoun is **She**.



CHOOSE
Tuesday

They (the subject pronoun does the action).



SHOW
Wednesday

We is the subject — it does the learning.



OWN
Thursday

they (“they built,” not “them built”).



DEFEND
Friday

“They” is a subject pronoun; “Them” is an object pronoun. Example: “We planted a garden by the river.”

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 pronoun is *She*. Emergent — They (the subject pronoun does the action). Visible — We is the subject — it does the learning. Independent — they (“they built,” not “them built”). Reflective — “They” is a subject pronoun; “Them” is an object pronoun. Example: “We planted a garden by the river.”

ANSWER KEY: The pronoun is *She*. · They (the subject pronoun does the action). · We is the subject — it does the learning. · they (“they built,” not “them built”). · “They” is a subject pronoun; “Them” is an object pronoun. Example: “We planted a garden by the river.”

(11)(D)(xvi) · Pronouns: Subjective Case (Cumulative Review) · Sheet 35 of 36 · Cluster 8

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.

(4) The settlers worked hard, and them built strong homes.

What change, if any, should be made in sentence 4?

- A Change them to they
- B Change settlers to Settlers
- C Change homes to home
- D No change is needed.

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 settlers worked hard, and them built strong homes. Now, what change, if any, should be made in sentence 4?”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xvi) · Pronouns: Subjective Case (Cumulative Review) · Sheet 35 of 36 · Cluster 8

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 them to they

WHY THIS IS CORRECT

The pronoun is the subject of the second part of the sentence, so it must be a subject pronoun: **they**, not *them*.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B wrongly capitalizes the common noun settlers. C makes a plural noun singular. D is wrong because *them* should be *they*.

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 them to they. The pronoun is the subject of the second part of the sentence, so it must be a subject pronoun: they, not them.”

▶ Walk through why the other choices are traps.

“B wrongly capitalizes the common noun settlers. C makes a plural noun singular. D is wrong because them should be they.”

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

ANSWER KEY: A — Change them to they

(11)(D)(xvi) · Pronouns: Subjective Case (Cumulative Review) · Sheet 35 of 36 · Cluster 8

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 punctuation marks, including apostrophes in contractions”

WHAT DOES THIS MEAN TO ME?

When I improve my writing, I use an apostrophe in a contraction.

A **contraction** joins two words with an apostrophe where letters are left out: can't (cannot), won't (will not), it's (it is).

This is a review — the apostrophe goes where the missing letters were.

KEY IDEA

A contraction joins two words and uses an apostrophe to show the missing letters: will not = won't.

WHERE IT APPEARS: “A Place to Grow” — “Without water, crops won't grow.”

This deck teaches **Apostrophes in Contractions (Cumulative Review)** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Apostrophes in Contractions (Cumulative Review)

⌚ ~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 (cumulative review) — the standard says: ‘edit drafts using standard English conventions, including punctuation marks, 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.”

ANSWER KEY: Week focus: apostrophes in contractions (cumulative review) — see the standard and the five-day roadmap above.

PREP & MATERIALS: the Apostrophes in Contractions (Cumulative Review) slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) • Sheet 36 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions"

Which word is a contraction?

Read the sentence. Find the word that joins two words with an apostrophe.

"The land can't grow food without rain."

I CAN I recognize a contraction.

The Writing Academy®, LLC



Grade 3 • CLUSTER 8 • Editing • 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. Which word is a contraction?
Read the sentence. Find the word that joins two words with an
apostrophe."**

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

"Read this with me: 'The land can't grow food without rain.'"

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

ANSWER KEY: The contraction is can't (can + not).

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) • Sheet
36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.
Expected: an answer that matches — The contraction is can't
(can + 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 (cumulative review)" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when
apostrophes in contractions (cumulative review) 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 punctuation marks, including apostrophes in contractions"

Choose the correct contraction.

With support, choose the word with the apostrophe in the right place.

Crops (wont / won't) grow in dry soil.

I CAN I can choose the correct contraction, with support.

The Writing Academy®, LLC

Grade 3 • CLUSTER 8 • Editing • 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. With support, choose the word with the apostrophe in the right place."

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

"Read this with me: Crops (wont / won't) grow in dry soil."

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

ANSWER KEY: won't (apostrophe where the letters are left out).

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches — won't (apostrophe where the letters are left out).

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 punctuation marks, including apostrophes in contractions"

Show your thinking.

Underline the contraction. Tell which two words it joins.

"It's hard to farm on rocky land."

I CAN I can show how a contraction is formed.

The Writing Academy®, LLC



Grade 3 • CLUSTER 8 • Editing • Wednesday

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

⌚ ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right — they can explain why. Underline the contraction. Tell which two words it joins."

"Read this with me: 'It's hard to farm on rocky land.'"

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

ANSWER KEY: It's joins it and is.

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) • Sheet
36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches — It's joins it and is.

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 punctuation marks, including apostrophes in contractions"

Edit on your own.

Find and improve the sentence so the contraction has its apostrophe.

"Crops wont grow without water."

I CAN I can edit contractions myself.



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: 'Crops wont grow without water.' Find and improve the sentence so the contraction has its apostrophe."

▶ 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: won't ("crops won't," not "wont").

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) • Sheet 36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches — won't ("crops won't," not "wont").

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 punctuation marks, including apostrophes in contractions"

Evaluate and transfer.

Defend your change, then write your own sentence using a contraction.

Explain why *won't* needs an apostrophe. Then write your own sentence using a contraction (like *can't* or *it's*).

I CAN I can evaluate and use contractions.



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."

"Explain why *won't* needs an apostrophe. Then write your own sentence using a contraction (like *can't* or *it's*)."

► *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: *Won't* is the contraction of *will not*. Example: "We *can't* grow rice without plenty of water."

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) • Sheet
36 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches — *Won't* is the contraction of *will not*. Example: "We *can't* grow rice without plenty of water."

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	"The desert doesn't get much rain." <i>doesn't joins does and not; the apostrophe replaces the o.</i>
MY OWN EXAMPLE: <i>Write your own sentence using a contraction with the apostrophe in the right place.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet — 36 of 36 — 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 — doesn't joins does and not; the apostrophe replaces the o.

(11)(D)(xxvi) · Apostrophes in Contractions (Cumulative Review) · Sheet 36 of 36 · Cluster 8

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 **can't** (can + not).



CHOOSE
Tuesday

won't (apostrophe where the letters are left out).



SHOW
Wednesday

It's joins it and is.



OWN
Thursday

won't ("crops won't," not "wont").



DEFEND
Friday

Won't is the contraction of *will not*. Example: "We can't grow rice without plenty of water."

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 *can't* (can + not). *Emergent* — *won't* (apostrophe where the letters are left out). *Visible* — *It's* joins it and is. *Independent* — *won't* ("crops won't," not "wont"). *Reflective* — *Won't* is the contraction of *will not*. Example: "We can't grow rice without plenty of water."

ANSWER KEY: The contraction is *can't* (can + not). · *won't* (apostrophe where the letters are left out). · *It's* joins it and is. · *won't* ("crops won't," not "wont"). · *Won't* is the contraction of *will not*. Example: "We can't grow rice without plenty of water."

(11)(D)(xxvi) · Apostrophes in Contractions (Cumulative Review) · Sheet 36 of 36 · Cluster 8

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) Without good land, crops wont grow well.

Sentence 1 is written incorrectly. Select the response that corrects this sentence.

A Without good land, crops won't grow well.

B Without good land, crops wont grow well.

C Without good land, crops will not grow good.

D Without good land, Crops won't grow well.

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: Without good land, crops wont grow well. Now, sentence 1 is written incorrectly. Select the response that corrects this sentence.”

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

ANSWER KEY: (hold — revealed on the next slide)

(11)(D)(xxvi) · Apostrophes in Contractions (Cumulative Review) · Sheet 36 of 36 · Cluster 8

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 Without good land, crops won't grow well.

WHY THIS IS CORRECT

Won't is a contraction of *will not*, so it needs an apostrophe where the letters are left out: **won't**.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

B leaves out the apostrophe (*wont*). C uses the adjective *good* instead of the adverb *well*. D wrongly capitalizes *Crops* in the middle of a 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 — Without good land, crops won't grow well. Won't is a contraction of will not, so it needs an apostrophe where the letters are left out: won't."

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

"B leaves out the apostrophe (*wont*). C uses the adjective *good* instead of the adverb *well*. D wrongly capitalizes *Crops* in the middle of a sentence."

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

ANSWER KEY: A — Without good land, crops won't grow well.

(11)(D)(xxvi) • Apostrophes in Contractions (Cumulative Review) · Sheet 36 of 36 · Cluster 8

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.